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ABSTRACT

This administrator's guide, one in a series of works dealing with adult literacy education, surveys the essential components of adult literacy program development and management and details the related experience of the Jefferson County Adult Reading Program (JCARP) in Louisville, Kentucky. Addressed in the individual sections of the guide are the following topics: organizing for success (creating public awareness, assessing community needs, prioritizing needs, setting objectives, establishing a time line, and gathering community support); staff development and training (staffing structures and levels, the volunteer program, staff training, and staff retention and morale); student recruitment and retention (student characteristics, guidelines for successful recruitment of adult reading students, student intake and orientation, and student retention); instructional design (major movements in literacy instructional design, the JCARP instructional design, choosing instructional methods, JCARP materials, student evaluation and placement, and JCARP testing instruments); and accountability and evaluation. (MN)

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Jefferson County Public Schools
Louisville, Kentucky

ADULT EDUCATION READING PROJECT

1983

JEFFERSON COUNTY PUBLIC SCHOOLS

Department of Instruction and Support Services

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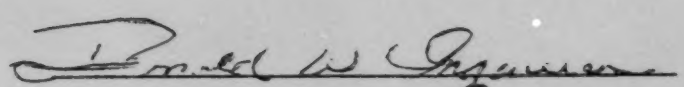
SUPERINTENDENT'S MESSAGE

The Jefferson County Public Schools is dedicated to setting and achieving a standard of educational excellence for all students whom the system serves.

The Jefferson County Public Schools has a strong commitment to the adult population of the community and offers a wide array of programs to meet their needs and interests. The adult program in Jefferson County continues to strive toward maintaining a standard of excellence and the Adult Education Unit has received numerous awards for its quality programs.

The school system is proud that the Jefferson County Adult Reading Program has received validation as an exemplary program in education by both the Kentucky Department of Education and the U.S. Office of Education. The program is now being disseminated nationally as a part of the National Diffusion Network.

The Jefferson County Public Schools is pleased to have the opportunity to share information with other persons interested in establishing programs to serve the adult population of their communities.



Donald W. Ingwerson, Ed.D., Superintendent
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The Department of Instruction and Support Services of the Jefferson County Public Schools expresses grateful appreciation to the following people who prepared Organizing A Successful Literacy Program.

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The statements or contents of this report do not necessarily reflect the views or policies of the State Department of Education, Commonwealth of Kentucky, Division of Adult Education.

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PREFACE

The development and distribution of this handbook comes in response to repeated requests for information concerning the organization and administration of the Jefferson County Adult Reading Program (JCARP). In compiling these materials, a dual approach has been chosen: first, a survey of the broad context of program development/management and second, specific descriptions of related JCARP components. The goal of this dual approach is to present the JCARP in a form transferrable to the varying needs and objectives of program administrators and adult literacy practitioners outside the original local target area. With this goal in mind, the following suggestions are made to the reader:

- Approach this handbook with a creative mind. Use suggestions, checklists, and examples as adaptable "idea starters" for your own programs.

- Feel free to pick and choose those ideas most appropriate to your own needs.

- Pay particular attention to outside sources cited in this work. Excellent ideas are put forth in them.

Evolution of the JCARP Model

Program Description

The JCARP recruits and instructs adults reading below sixth grade reading level. The program deals with the pervasive problem of adult illiteracy through the four components of recruitment, staff training, instructional design and evaluation. Examining these four components suggests the JCARP concept that to deal with students' academic problems one must incorporate a method to meet their personal and social needs.

The JCARP is funded by the Kentucky Department of Education, Adult Education Unit under section 310 of the Adult Education Act.

Program Development

The Jefferson County Adult Reading Program began July 1, 1978 with its objective to develop and field test a model adult literacy program. In 1978-79 the field testing began with fourteen part-time teachers who taught 293 students with reading scores below 4.0 grade equivalent, as measured by the Slossen Oral Reading Test (SORT). The initial field test provided information to refine the program model for 1979-80 which involved 508 students being taught at twenty-six locations by a staffing pattern utilizing part-time teachers, paraprofessionals, and volunteers. The programs which followed in 1980-83, served 2,143 literacy students and utilized research conducted in the previous projects. The staff in these years reflects the growing community involvement with a ratio of 12 volunteers to every paid, part-time staff member.

The JCARP was validated as an exemplary program in education by the Kentucky Department of Education in May, 1982 and by the Joint Dissemination and Review Panel of the U.S. Office of Education in September, 1982. The JCARP received funding from the National Diffusion Network for national dissemination of the exemplary program in June, 1983.

The following information concerning the Jefferson County Adult Reading Program is taken from Educational Programs That Work, National Diffusion Network, U.S. Department of Education, 9th edition, 1983.

PROJECT

JEFFERSON COUNTY ADULT READING PROGRAM (JCARP)

A program to deliver literacy instruction and life coping skills instruction.

target audience

Approved by JDRP for adults 16 years and older who are out of school and have a reading level below 6.0 grade as measured by a standardized test.

description

Two years of JCARP operation showed that materials, methods, and teachers were not singularly significant in program success, but that those students who attended more often showed greater gains. The necessity was, therefore, to develop a strategy to increase student retention. To that end, counseling was inculcated into each of the four components of JCARP that aimed to address the personal and social needs of this population as well as their academic deficiencies. The four components or intervention strategies are: Recruitment: Traditional means of recruitment such as print, electronic, and business/industry links were employed but in addition phone conversations with potential students were made to allay anxieties this population feel about pursuing their education. Former students also went door-to-door and addressed audiences to stress their personal experiences and provide a successful role model to help potential students overcome fears. These former students also met new students at the classroom and remained as tutors. This effort was designed to create a secure and unthreatening environment, thus lessening the likelihood of attrition. Staff training occurs three times during the first month of the program. First, in order to sensitize the staff to the atmosphere which needs to prevail for successful program operation, teachers are oriented to the characteristics of the undereducated adult though use of films, slide/tapes, and a panel of successful students. They learn to use the commonality of the students' apprehensions and deficiencies to promote group cohesion and mutual support. Secondly, teachers learn to conduct individual conferences so that students can formulate priorities and goals through the counseling process. Third, the teaching staff is instructed how to use the test instruments and basal materials and how to prepare an individual plan which considers the reading skill deficiencies, life skill needs, and priorities of each student. Instruction: The teacher selects one of three basal series and places each student according to performance on a standardized assessment test and placement inventories. According to the student plan developed in the enrollment process, additional materials are selected from a list compiled by the JCARP staff. Classes are scheduled to accommodate needs of students. Each three-hour class is divided in half: one half devoted to the individual's plan for skill building; and the other half to group dynamics where intellectual and social improvement through the support system are the goals. Evaluation: Weekly assessment sessions are designed to encourage students' progress. Overall goal achievement is addressed at mid-year by means of student-teacher conferences. These conferences concentrate on retention of student.

evidence of effectiveness

JCARP participants experienced an attrition rate of 22%, whereas participants' rates in comparable programs were from 52-80%. JCARP participants made significant gains in reading ability, from grade level of 3.62 to 5.15 during 82 hours of instruction. This was a .70 greater gain than for comparable programs. These effects have been consistent over the three years of program operation.

implementation requirements

The program is effective under diverse instructional circumstances. The program can be successfully implemented with part-time teachers, paraprofessionals, and/or volunteer staff. Training includes model to enable coordinators of volunteer literacy programs to become trainers and managers of volunteer tutors. Pre-implementation training conducted by JCARP staff is required.

financial requirements

Classes can be housed in community centers, libraries, churches, and school buildings with no cost to the project. The only equipment purchased for use in the program was tape recorders which reflects a non-recurring cost. Installation costs per student are $25.97 (for 290 students); subsequent year per pupil costs of $14 are for nonconsumable and consumable materials and additional staff training. A wide variety of commercially available materials typically used in adult basic education programs is used. Reassignment of existing personnel can suffice.

services available

Awareness materials are available at no cost. Visitors are welcome at any time by appointment at project site. Training is conducted at project site at scheduled intervals (adopter pays costs).

contact

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JDRP No. 82-19 Approved: 9/15/82

ORGANIZING A SUCCESSFUL ADULT LITERACY PROGRAM

Section I: Organizing for Success

I. ORGANIZING FOR SUCCESS

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Creating Public Awareness

Know the Problem

Adult illiteracy in the nation presents a problem of overwhelming proportion. Creating public awareness of the problem is a major step in organizing a successful literacy program. Facts and figures concerning the magnitude of the problem on a national scale should be readily accessible to the literacy program organizer, but more importantly, these statistics should be gathered and/or estimated for the local community.

Nationally, many studies have been conducted estimating the extent of the problem of adult illiteracy. The studies vary greatly in reported numbers of illiterate adults but all show an astounding problem. The Adult Performance Level Study (APL) project conducted by the University of Texas in the early 1970's concluded that approximately 20% of adults in this country between the ages of 18 and 65 were functionally illiterate. Further, a poll conducted by Louis Harris in 1971 showed that 15% of all adults in this country were illiterate. These statistics represent only two of the studies conducted but provide the program organizer with information that can and should be used to calculate local figures concerning the extent of the problem.

A recent publication by Laubach Literacy Action, "Illiteracy: It Makes Us All Losers," provides more information regarding the problem of illiteracy.

This publication represents a composite of other recently published reports and can be used to translate national figures to the local problem. Excerpts from the publication follow:

> 25 million American adults are functionally illiterate. Thousands right in your community can't even fill out a job application. We all lose. We pay for illiteracy in many ways, including programs that treat the symptoms, but hardly ever the cause.
>
> Lost: Dollars
>
> An illiterate adult earns 42% less than a high school graduate. That adds up to $8 billion a year in lost tax revenues. And $5 billion of your taxes support welfare recipients who are unemployable due to illiteracy.
>
> Lost: Productivity
>
> At the same time that unemployment edges toward all time highs, American industry can't find enough employees with basic literacy skills to fill empty positions. And countries like Japan, with a better educated work force, outstrip American productivity rates.

Lost: Human Rights

20% of America's adults can't make informed decisions because they can't read. They can't understand a contract or shop for a bargain. And illiteracy among Blacks and Hispanics is two and three times greater than the national average, ensuring racial inequities in employment and income.

Lost: Safety

Crime - Most crimes are committed out of economic need. Since it guarantees economic need, illiteracy translates into billion dollar, crime-related destruction.

National Security - National defense depends on sophisticated weaponry. But 27% of Army enlistees can't read training manuals written at the 7th grade level.

Accidents - Illiterate parents can't read life-saving instructions on poison labels or use the phone book to get help. And industrial accidents result when workers can't read safety instructions.

Lost: The Future

The number of illiterate Americans is swelled by nearly one million school dropouts each year. The U.S. News forecasts that the decline in reading skills will lead in two decades to an elite, literate class of no more than 30% of the population.

Adults are wage earners, consumers, voters, policy makers, parents. We run the nation. And while 1/5 of us are illiterate, we can't run the nation very well.

As mentioned previously, these statistics can be used to estimate the problem in an individual community but more information is needed related to your specific state or community.

Assessing Community Needs

Know the Community Problem

The first step then, in organizing a successful literacy program is to know your community, to profile the characteristics of the target area and to focus on the most appropriate populations within that area. Such community needs assessments need not be time consuming but may build on information already available.

Some possible sources for community profiles are:

Public schools -	can provide information on the general make-up of the community.
State departments of education -	can provide figures on the levels of educational achievement of adults in the area.
Secondary schools -	can provide data regarding the number of those who have dropped out in each year of secondary school.
Armed forces recruitment centers-	can provide information on the number from the area who failed to pass the minimum educational requirements for induction into the service.
Local human service coordinators -	can provide community profiles by census tract, based on most recent census figures.

Gathering information concerning your community accomplishes several essential purposes:

- Tying project efforts and energies to a population consistent with guidelines of funding sources.
- Focusing limited program funds in the area of greatest potential.
- Building in program accountability and credibility.
- Establishing linkages with other institutions or agencies concerned with educational achievement.

Gathering and summarizing such data may be facilitated by using the following form. It is included not so much for its use in the needs assessment procedure, but rather as a means of summarizing needs for the purpose of credibility and accountability. This type of statistical summary demonstrates to sponsoring agencies, community councils, or other coordinating/advisory groups the scope of the literacy needs in a program's geographic area. The importance of such a summary cannot be underestimated.

Sample Needs Assessment Summary

Project Title: _____

Project Director: _____

Date: _____

Assessment Data

Target area ethnic/racial profile:

_____ % Native American
_____ % Asian
_____ % Black
_____ % Mexican American
_____ % Puerto Rican
_____ % White
_____ % Other

Indicators of socio-economic status of the area:

_____ % population receiving Aid to Families with Dependent Children
_____ % unemployed
_____ % receiving unemployment compensation
_____ % underemployed (150% Poverty Level)
_____ % eligible for government programs

Educational Data

Percentage of students dropping out of school each year.

_____ % at 8th grade or below
_____ % at 9th grade
_____ % at 10th grade
_____ % at 11th grade
_____ % at 12th grade

Years of school completed by adults in the area:

_____ 0-4 years of school
_____ 5-8 years of school
_____ 9 years of school
_____ 10 years of school
_____ 11 years of school
_____ 12 years of school
_____ 13 years or more

Percentage failing minimum educational requirements for induction into the Armed Forces.

_____ % Air Force
_____ % Army
_____ % Coast Guard
_____ % Marines
_____ % Navy
_____ % Other

Needs Assessment: JCARP

The JCARP program has conducted research over a four year period concerning the illiterate adult in the Louisville area. The data collected identifies the target areas in the community. This information is used to better design recruitment techniques and curriculum and improve selection of class sites and schedules.

The study was based on 1500 students and indicates that the target population is located in:

areas of low income -
66% of individual student incomes were less than $5,000 annually
42% of household incomes were less than $5,000

areas with high concentration of minorities -
56% Black

areas of high unemployment -
62% unemployed

Prioritizing Needs

Set Priorities

Once initial assessment has been completed and a community characteristics profile has been drawn, the task of the project director or coordinator becomes one of setting priorities. When planning site location, staff selection, time of class schedule, etc., directors of adult literacy programs must determine the relative weight of the following:

- total number of functionally illiterate persons in the service area
- non-English speaking populations
- the racial differential
- the age differential
- geographic distribution
- estimated income level of target groups
- attitudes of target populations toward educational programs
- employment profiles
- location and thrust of human services available in the target area:
    - bus lines
    - health clinics
    - housing projects
    - recreational centers
    - day care facilities
    - senior citizen action centers
- facilities available
- budgetary limitations on staff and materials
- funding agency regulations and policy
- monies potentially available for project continuation after termination of funding

Setting Objectives and Establishing a Time Line

Set Realistic Objectives

Objectives, simply defined, are statements which indicate desirable outcomes. Objective statements are particularly important when writing a proposal, grant, or annual report. Goals for a community literacy program should be individualized for your community-based program concerning:

- funding for staff and materials
- community needs assessment
- availability of resources

The objectives established need to be as concrete and measurable as possible. Caution should be taken to be realistic in terms of what can actually be accomplished.

Establish a Time Line

After the objectives have been established, they will need to be translated to specific tasks and charted on a time line to ensure success. In implementing the JCARP in multiple sites within a community the following time allowances should serve as a guide for necessary activities prior to student intake.

Six to eight weeks prior to student intake:

1. Conduct community needs assessment.
2. Identify target areas.
3. Gather community support through discussions with school personnel, human service agencies, library staff and others in the community targeted for support.
4. Prepare press releases, public service announcements, fliers and other print material for distribution.
5. Launch volunteer recruitment campaign.
6. Prepare procedure for volunteers including training schedule, job description, interview procedure and volunteer placement.
7. Select and order testing and instructional materials.

Four to six weeks prior to student intake:

1. Launch student recruitment campaign
2. Conduct pre-enrollment student counseling
3. Submit press releases and public service announcements
4. Prepare packets of necessary information and forms for staff and volunteers.

Two to four weeks prior to student intake:

1. Conduct training sessions for staff and volunteers
2. Continue recruitment campaign
3. Finalize student intake procedures and staff and volunteer assignments
4. Continue student pre-enrollment counseling
5. Confirm sites and supplies needed for each site

Gathering Community Support

Get the Community Involved

The Jefferson County Adult Reading Program has placed specific emphasis on creating community awareness of the problem of adult illiteracy. The program maintains that illiteracy is not an isolated educational problem but rather a community dilemma which ultimately depends upon total community effort for solution. The JCARP therefore sees itself as one element of a total human services delivery system, and through linkage with other elements in that system, strives for a measure of success in the total health of the community.

Linkage with other agencies with a service commitment to adults assures that a broad range of service is provided and maximizes the collective impact of limited resources. This leads to the first major rationale for emphasizing community awareness:

> By pooling effort, the potential service and delivery alternatives are materially increased.
> Benefits of such pooled effort, or linkages, are:
>
> - minimization of duplication of effort.
> - maximization of available resources.
> - strengthening of available resources.
> - assurance that the adult reading student receives a full range of programmatic and support services.
>
> Such linkage involves four major procedural steps:
>
> 1. Identification of agencies which are concerned with the provision of services to adult literacy target populations.
> 2. Determination of incentives and barriers to the development of cooperative relationships.
> 3. Development of coordinative arrangements.
> 4. Implementation of cooperative working relationships.
>
> The second major rationale for emphasizing community awareness is simply this:
>
> > A strong interdependent relationship with the community is essential for the healthy survival of an adult literacy program.

Robert Shoop encapsulates this idea when he says, "A number of factors have combined to bring the issue of interagency cooperation into the forefront of any discussion of human services delivery. . . As a result of inflation, officials of service agencies are facing a three-pronged problem. It is becoming more and more difficult to raise funds; there are an increasing number of agencies competing for a limited amount of money; and operating expenses are going up at an alarming rate. The severity of the situation varies from community to community, however, often the communities which have the greatest demand for human services delivery are the ones that are least able to afford these services." (Robert J. Shoop. Developing Interagency Cooperation. Pendell Publishing Co., Midland, Michigan, 1976, 8)

Community linkages and sources of community resources may be explored through:

- Chambers of commerce
- Existing adult education programs
- Vocational training programs
- Mental health agencies
- Public health agencies
- Service organizations
- Law enforcement agencies
- Church groups
- Public service agencies
- Local public schools
- Counseling services
- Youth organizations
- Parent education groups
- Media
- Business and industry

A third major rationale:

Effective public support and mobilization is vital to successful recruitment and retention of both students and volunteers. This rationale will be considered in greater depth in the sections on student recruitment and staff development.

SOURCES AND RESOURCES NECESSARY TO COMMUNITY WIDE PROGRAM COORDINATION

SOURCE	RESOURCE
Adult Reading Program Personnel	Knowledgeable Leadership - Full use of available resources on adult literacy
+	+
Program Planners Community Analysts	Accurate Needs Assessment
+	+
Agencies Serving the Adult Reading Student Population	Coordinated Agency Effort
+	+
Community Members	Local Citizen Input and Involvement
	=
	COORDINATED COMMUNITY EFFORT FOR MEETING NEEDS OF ADULT LITERACY STUDENTS

Community Linkages: JCARP

The JCARP broad community base developed over a four year period through a process of linking agencies and organizations in the community to rally behind the common cause of eradicating illiteracy. The linkages involve approximately seventy-five governmental agencies, institutions and organizations. These linkages evolved as the program developed over a four year period and vary in degree of support from funding to referrals.

Two of the most beneficial linkages have been the JCARP involvement with the local Action Agency which provides the project with five VISTA volunteers and with the Kentuckiana Literacy Council which helps fund volunteer training, volunteer recognition events and instructional materials. The Kentuckiana Literacy Council is affiliated with Laubach Literacy Action, but over the period of four years has supported the JCARP efforts and aided in replication of the JCARP model statewide in Kentucky.

JCARP experience leads to the conclusion that the most important step in establishing community support for the literacy effort is to first establish a high quality, credible program to serve the illiterate adult. When other interested groups can see the merit in the program and the need for expansion through their energies and resources, community support will grow rapidly.

ORGANIZING A SUCCESSFUL ADULT LITERACY PROGRAM

Section II: Staff Development and Training

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Staffing Structures

Because each adult literacy program has unique needs, budgetary restrictions, and program objectives, staffing patterns of adult literacy programs will assume any of a multitude of structures. In addition to the structure initially adopted, any number of different staff positions are likely to develop with program growth and sophistication. It is therefore impossible to prescribe the one best staffing pattern.

The Jefferson County Adult Reading Program, a case in point, started in 1978 utilizing part-time teachers. In 1979 paraprofessionals and a few volunteers were added. The 1980 project saw the large growth of the volunteer component and the establishment of a Mayor's Literacy Commission and community councils in advisory staff positions. The current program utilizes the model instructional design refined over the five-year period with any or all combinations of the above mentioned staff.

Material in this section of the handbook serves as an offering of possible options to be adapted to your own staffing structure and organizational delivery system. Examples are only that, and should be modified to meet the needs of each local program.

There are several over-riding questions which must be addressed before a well-developed staffing plan may be designed and implemented by the individual literacy program:

1. Have you defined your organizational purpose?

2. Have you defined your immediate goals and objectives?

3. Have you determined what methods will be used to achieve the program goals and objectives?

4. Have you decided what jobs are necessary to fulfill program needs?

If so:

1. Define each job in terms of consistency with program purpose, goals and objectives.

2. Develop an organizational model.

3. Design model jobs for each position in the model.

Staffing considerations which accompany this program analysis include levels and flexibility of staffing and the possible expansion of the personnel structure. It is, ultimately, the program coordinator who must decide upon and implement a program of staffing design, recruitment and development.

Staffing Levels

Because of the varied scope, purposes, and needs of adult literacy programs, staff mix can be one of the most flexible aspects of the adult reading program. Generally, personnel fall into one of three broad categories: professionals, paraprofessionals, and volunteers.

1. The professional is a trained, certified teacher. The availability of qualified professional teachers varies according to hours and job description.

Some sources for recruitment are:

- qualified women and men whose children are in school.
- in university and college communities, graduate students, faculty, and faculty wives.
- lists of substitute and surplus teachers.
- local teacher organizations.
- retired teacher organizations.
- local chapters of the American Association of University Women.
- teachers who seek extra work at night.

2. Paraprofessionals are usually not professionally trained. They are:

- frequently used in instruction, but may perform other tasks as well, e.g. preparation of instructional materials, record-keeping, telephone contact work, and helping with student intake.
- usually in paid staff positions.

Advantages to the use of paid staff (professional and paraprofessional).

- generally higher level of teaching preparation and competence.
- willingness to give priority to the program.
- greater flexibility in scheduling.
- generally longer tenure in the position.

3. Volunteer tutors are instructors who usually have not been professionally prepared, and for whom teaching has not, as a rule, been their life's work. They are:

- usually used for individual work with a student, providing special or additional instruction under the direct supervision of a professional staff person.

Advantages to use of volunteers:

- lower instructional cost.
- high personal character qualities.
- identification of the program with a broader spectrum of the community than would be possible with a paid staff only.

The following pages serve as a resource to aid program coordinators in the decision-making process. It is assumed that most adult literacy programs will be to some extent volunteer-based, so special attention will be given to the possibilities and potential of volunteer participation.

The Jefferson County Adult Reading Program utilizes paid staff to the extent that budget will permit but also relies heavily on the support of volunteers for program operation.

The JCARP chose to begin exploring the use of volunteers in the 1979-80 project. The volunteer component of the program grew to the point in the 1982-83 project, that the ratio of volunteers to paid, part-time staff was approximately seven to one. Utilization of volunteers has been highly successful in JCARP and has paid big dividends in the program, not only in cost effectiveness, but in added community support, improved instruction and a broadened range of services for nonreading adults in the Louisville area. The following staffing pattern illustrates the pivotal role of the volunteers in instruction.

Staffing Patterns--JCARP Model

Total staffing to serve 600-800 students consists of:

18-22 part-time, Certified Teachers
4-6 part-time Paraprofessionals
90-150 part-time Volunteers
8 full time VISTA Volunteers

Staffing patterns in the JCARP literacy centers differ according to enrollment and student needs. Most centers employ part-time instructors but vary in instructor's area of certification and multiple teacher situations. Staffing in the centers consists of the following combinations:

Group I	Group II	Group III	Group IV
1 part-time certified teacher supplemented with volunteers	Volunteers only, with one volunteer taking responsibility for the center	1 part-time certified teacher	Multiple teachers with volunteers and paraprofessionals

The success in using any of the above mentioned staff ultimately depends on the personal characteristics of the individual rather than the level of education or certification area. (For research related to a comparison of student academic gain in regard to staffing patterns and certification in JCARP, see Final Report: Jefferson County Adult Reading Program 1979-80.)

The staffing pattern for any one project year varies but consistently relies on the valuable services of the volunteers.

The following section details some considerations involved in the decision to use volunteers and the "whys" and "hows" of utilizing and involving volunteers. It may be helpful to those making staffing decisions for literacy programs.

The Volunteer Program

Myra Miller of the Northwest Community Education Development Center offers the following questions for consideration prior to the initiation of a volunteer literacy program:

- Why do you want volunteers?
- Do you have a policy regarding volunteers?
- Are you willing to be influenced by volunteers?
- Will volunteers from all segments of the community be welcome?
- Do you have strong administrative leadership which believes in volunteers?
- Is there functional administrative leadership? How will it coordinate or be integrated with other agency programs?
- Have you written operational procedures and policies?
- Have you looked at all options to meet the needs of the program--volunteers are only one option; have you determined a need for these?
- Can you afford a volunteer program which includes staff planning time, supervision, supplies, enabling funds, etc?

In addition to Miller's questions, it is also prudent to take into consideration:

- local and state laws governing school volunteers.
- transportation and child care.
- the community to be served: size, population, educational and economic level.
- volunteer programs already existing in or around the community.
- the jobs the volunteers will be expected to perform.
- the type of individual you wish to reach--a variety of adults to work with a variety of adults.

Rationale for Using Volunteers

- For a program to be effective and sustained, the community must be directly involved in the decision making, programming, implementation and assessment of the program. Use of community volunteers identifies the program with a broad spectrum of the community.

- Talented people are available in any community to assist with instructional and service programs; what is needed is leadership in recruiting, managing, and assessing the effectiveness of these persons.

- Expertise may be applied on a temporary, as needed basis to institutional needs.

- A wealth of career and life experience is available to augment that of the paid staff.

- There is greater flexibility in the temporary assignment of persons to tasks than would be possible with regular paid personnel.

- There is lower instructional cost.

- There is potential for increased individualized attention given to students.

- It provides worthwhile and rewarding experiences to the volunteers.

(Cf. Winecoff and Powell, Organizing a Volunteer Program, and Smith and Namie, Involving the Senior Citizen (both published by Pendell Publishing Co. Midland, Michigan, 1976-77)

UTILIZATION OF VOLUNTEER ASSISTANCE

ONE-TIME VOLUNTEERS	AT-HOME VOLUNTEERS	SHORT-TERM VOLUNTEERS	EXTENDED VOLUNTEERS
Those having limited time, usually 1 day, from 1-6 hours	Those who can work only at home (e.g., parents with small children, senior citizens, or handicapped volunteers)	Those who can give 1 hour/day for 1-2 weeks, or several hours/days for 3-4 weeks	Those who can give several hours/weeks over a semester or a year
USE FOR:	USE FOR:	USE FOR:	USE FOR:
-typing, mailings -work days -resource people -special topics speakers -special event transportation	-materials development -clerical needs -tutoring at home -telephone campaign publicity -recruiting other volunteers -identifying and requesting cooperation from other community agencies by telephone	-materials development -cataloging books -telephoning -duplicating -typing -distributing notices and advertising	-tutoring -materials production -helping to coordinate volunteer program -clerical -record keeping -newsletters -ordering supplies

Involving Volunteers

Major steps in organizing and operating a successful educational volunteer program are:

- Orient staff to the purpose and planned activities of the volunteer.
- Establish community support for volunteer usage.
- Identify specific needs for assistance from volunteers.
- Recruit volunteers.
- Screen and select applicants.
- Orient and train volunteers.
- Assign volunteers to positions.
- Monitor program performance.

However, before any volunteer program can become effectively operational, an overall philosophy of volunteer utilization must be developed. A philosophical distinction must be drawn between using volunteers and involving them. A philosophy of involvement is demonstrated by the freedom of the volunteer to provide input into program decisions, program planning activities, and actual leadership.

Smith and Namie offer the following Volunteer Participation/Involvement Continuum. (Smith and Namie, Involving the Senior Citizen, Pendell Publishing Co. Midland, Michigan, 1977)

Volunteers

Participation →			Involvement →	
Attends Activities	Serves on Committees	Promotes Study/Action Groups	Leads Activities	Develops Leadership in Others

The potential for volunteer involvement begins with the attitude of the program coordinator or project director. Beverly Griggas has said, "Being the director gives you the privilege and corresponding responsibilities of orchestrating the effects of a number of people as they work toward the fulfillment of a critical task: teaching or learning basic reading skills. . . . Your belief in this "super goal" and how you approach it will set the pace and convey the tone for the adult literacy project for which you are responsible." (Griggas and Monteg, 33)

Volunteer involvement is greatly facilitated by the management approach used in recruitment, pre-service training, and inservice training. A great deal more progress can be made if you are able to capitalize upon the innate capabilities and rich experiential background that your volunteers bring into the organization. Before this wealth of mature human experience and ability may be tapped, however, an active and goal-directed recruitment program must be developed.

Volunteer Recruitment

In order to adequately plan for the recruitment of literacy volunteers, several general topics should be carefully scrutinized:

- How many volunteers will be needed to adequately serve the proposed student population?
- At what general rate (assuming that this rate will accelerate) should or can volunteers be recruited?
- Generally, what staff time will be available to work with the volunteers?
- What recruitment resources are available within the community, and what specific or different strategies will need to be employed to tap them?

Each adult literacy project should determine the answers to these questions; once answered, recruitment can begin.

Recruitment Techniques

Recruitment can simply be seen as a method of creating public awareness by advertising the fact that volunteers are needed for your adult reading program. This "creation of awareness" can be brought about through several general techniques:

1. Word-of-mouth: For pre-existing adult reading programs, word-of-mouth from experienced tutors and other volunteers, given encouragement and means to act as program recruiters, can be fairly productive.

2. Individual Recruitment: A personal appeal to a prospective volunteer can be accomplished by a personal invitation, a descriptive letter, phone call, or open house. Follow-up on these potential volunteers must be carried out while interest levels are still high.

3. Mass Recruitment: Designed to reach a large number of potential volunteers, mass recruitment is most effective when personal contact is included. Again, follow-up is essential. Mass recruitment efforts may use any or all of the following approaches:

   - Personal appearances on television or radio talk shows.
   - Public service announcements on television and radio.
   - News articles in the local press.
   - Spoken presentations to community groups.

4. Appeals to agencies and groups which can provide volunteers: Agencies which serve specifically as clearing houses for volunteers may be locally based, although they are frequently city or state agencies, or offices funded under Federal "ACTION" programs. See the following list of resources:

Volunteer Recruitment Resources

VISTA (Volunteers in Service to America)	Volunteers for one to two years in community projects in the United States, with small salaries to cover living expenses Source: ACTION 806 Connecticut Avenue, N.W. Washington, D.C. 20520
RSVP (Retired Senior Volunteer Program)	Funds for volunteer programs in public and non-profit institutions Source: ACTION (See above.)
Senior Aides	Source: National Council of Senior Citizens 1511 K Street, N.W. Washington, D.C. 20005
Senior Community Service Program	Source: National Council on Aging 1828 L Street, N.W. Washington, D.C. 20036
Senior Community Service Aides	Source: National Retired Teachers Association 1225 Connecticut Avenue, N.W. Washington, D.C. 20036

Community Voluntary Action Center

Local Chapter of the International Reading Association

Any member of the general group associated with reading, such as libraries and book sellers

Keep a thorough file on these and other resources developed, for periodic contact as needed. As often as possible try to establish literacy as a group project, as well as one in which just a few individual members of a group are involved. Broad community involvement ensures community ownership and support.

Checklist for Accepting Volunteers

Have you:

- Duplicated comprehensive job descriptions for each position?
- Recruited (to the extent possible) to the job?

- Listened during the interview for additional talents or limitations of potential volunteers?

- Realistically evaluated the interviewee, both individually and within the job that best fits his/her needs, or modified the job to fit his/her talents?

- Developed realistic job expectations and explored them with the potential volunteer?

- Developed a procedure for gearing inservice to the needs of your volunteers?

Volunteer Orientation

Orientation is actually part of the training or pre-service program. Any volunteer orientation should include:

- an overview of the program goals and objectives, policies and procedures.
- list of staff and phone numbers.
- structure of the program organization.
- list of possible "job" options.
- history of the volunteer program.
- program newsletter.
- the role, rights and responsibilities of the volunteer.
- a note of appreciation and welcome.
- overview of the special needs and psychology of the adult learner.

Any discussion of volunteer orientation must also include a look at structural considerations as well as content.

Following, are several structural areas which must be incorporated into planning for orientation.

Physical Structures:

1. Format: The particular literacy program will dictate the specific details of format. Formal and informal discussion groups, coffees, tours of the facilities and working with experienced volunteers are all formats to be considered. One, or any combination may fit the need.

2. Size: Two to twenty; the choice again is up to the person coordinating orientation. Size is important, however; no one should feel left out and all need to comprehend the information presented.

3. Environment: A warm, friendly environment is essential to success. The individual who feels comfortable within a group is more likely to absorb information, relate concerns, and express them.

4. Information: Data shared during the session should be of interest to all and general in nature. Information can be covered in depth in a later session. Avoid overwhelming the volunteer with too much too soon. Specifics may be provided in small groups, in handouts or in the volunteer handbook (if one is not available, develop one with the help of experienced volunteers).

5. Length: The length of the session is completely flexible and can range from two hours to three or four days. Regardless of length, keep the orientation comfortable and enjoyable.

6. Choices: Provide as many choices as possible for the volunteers: time, date and place of orientation, training, experiences with the program, etc.

Attitudinal Structures:

7. Attitudes: Attitudes and actions encourage or discourage prospective volunteers. Everyone wants to work in an excellent program, therefore excellence must constantly be modeled.

8. Honesty: Tutors and other newcomers will appreciate honesty and openness. They should be as well prepared as possible for their volunteer experience.

9. Support: Emphasize and re-emphasize at the beginning the kind of responsibility and support the volunteer will have in the program.

10. Freedom: Give volunteers freedom to rethink their decisions at the beginning. Many prospective volunteers attend the first session with the specific intent to decide whether or not to take an active part in the program.

Orientation: Phase II

The Initial Meeting with the Adult Reading Student

Many adult literacy programs have found it profitable to adapt the orientation process to arrange for the volunteer to meet with the student as soon as possible. It has become apparent that placing the full range of training sessions previous to direct contact with the student tends to overwhelm the tutor with information, increase the tutor's perception of the instructional task and method as being extremely complicated, and add to the problems of volunteer attrition. Where possible, some of the following methods may be used to avoid this problem.

- Draw students into pre-service orientation sessions, using experienced students to share positive feelings.

- Use literacy students in demonstration of teaching methods.

- Tour learning sites as part of the orientation process.

- Arrange for tutors to meet with their students on a one-to-one basis as soon as possible after orientation.

- If the initial meeting is to occur at a staffed center, the staff should be aware that this is a first meeting, and be prepared to offer specific help to the tutor before the session. Assistance should also be made available after the session: What did you learn? Are you comfortable with your student? Do you see some general directions to go with this student? What do you need for the next session?

- Be sure the tutor and student leave the first session with plans for the future and with a thorough understanding of the intent of the program.

- The first session as a whole should be considered as "intensive inservice."

- Contact, concern, and action should be the hallmark of all early sessions.

The Volunteer Component--JCARP Model

Potential volunteers learn about the Jefferson County Adult Reading Program through public service announcements on TV and radio, word of mouth, newspaper articles, and periodic promotional campaigns utilizing all of the above, in addition to flyers, posters and notices distributed throughout the community. Potential volunteers are also referred by the local Voluntary Action Center. They are given a phone number to call for further information. During the first years of operation, these callers were then referred to the JCARP Volunteer Coordinator who provided specific information about training, workshops and locations of centers where volunteers were needed. It was found that some of these persons spent time in training and tutoring only to discover that they were not really suited to this type of work. It was decided that a more efficient method of relaying information to interested persons would answer basic questions about the program, define volunteer responsibilities, encourage more realistic expectations and reduce the volunteer drop-out rate. According to the revised procedure, a potential volunteer who inquires by phone is sent a volunteer information sheet, a job description and a brochure describing the program. If there is still interest, the person is then referred to the Volunteer Coordinator, who encourages visitation and observation at the class or center of choice. (Staff members at the class sites communicate their needs for volunteer help to the Coordinator who attempts to meet these needs with the new volunteers.) The volunteer is encouraged to help with the class if he/she feels comfortable doing so at this point. It is important for the volunteer to "get his/her feet wet"--to discover that he/she can relate to undereducated adults and work with them. After meeting the students and talking with them, the volunteer may see what a rewarding and enjoyable experience literacy teaching can be and may be motivated not only to attend the training session but may also have a brightened interest in the content.

The JCARP volunteer training program is continually revised as volunteers, staff members and trainers evaluate workshop sessions and reassess volunteer, student and staff needs. Currently, formal training consists of a twelve-hour workshop divided into two or three sessions spaced several weeks apart. The content of the training reflects the JCARP philosophy that the most important component of the teaching-learning experience is a good personal relationship between student and teacher. The training stresses the psychology of the undereducated adult, and throughout, emphasizes the necessity of being sensitive to individual student's strengths, weaknesses, needs and interests, both academic and personal. Volunteers are also trained in the use of a basic reading series and several supplementary techniques, including sight words, language experience, phonics, and word patterns.

Volunteers are required to sign an agreement committing themselves to a minimum number of hours per week and a minimum number of weeks of service. Volunteers are accepted into the program at any time in the school year and are utilized in a variety of ways. Some prefer to work with one student and the same student each time. This situation works well when volunteer and student agree on the days and times of meetings and contact each other in the event of necessary absence. Other volunteers prefer to work with different students who have been identified by the teacher as requiring individual help. Still other volunteers, particularly those with teaching experience, prefer working with two or more students functioning on the same level. The JCARP provides facilities for instruction and encourages volunteers to meet with students at class sites.

The success of the JCARP volunteer program is evidenced by placement and retention statistics. Of the 166 volunteers trained in the program year 1982-1983, 120 were placed in centers. This represents a 72% placement rate. Of those volunteers placed, 101 continued working through the program year, giving the Jefferson County Adult Reading Program a volunteer retention rate of 84%.

As the number of students in the Jefferson County Adult Reading Program has steadily increased, the importance of the volunteer component has grown along with it. As groups in classes and centers have grown larger, staff members are increasingly less able to provide the personal attention that is so crucial to retention of adult students. Volunteers supply this one-to-one help that keeps individual students from getting lost in the crowd and dropping out. As the need for volunteers has grown, procedures for utilizing and training them have developed, expanded and evolved. Continual reassessment and revision has been essential to the growth and strength of the program.

Both Sides of the Question

Use of Volunteers in JCARP

Contributions of volunteers:

1) Some caring, conscientious volunteers provide invaluable personal attention and instruction.

2) Some are willing to help with student who don't work well in a group or have special learning problems.

3) The presence of volunteers in the classes lets students know that there are persons in the community who care enough to give of their time freely.

4) In terms of economics they are important because they make it possible for each paid staff person to instruct a larger number of students with the aid of volunteers.

5) The "mixing" of undereducated adults with volunteers from a wide range of backgrounds gives each group a chance to learn from and about each other.

Problems with volunteers:

1) Some are more interested in filling their time than in providing the kind of help that is needed.

2) Some are unwilling to learn new methods and techniques and insist on adhering to old habits and teaching patterns.

3) In connection with the above, volunteers have proven to be more difficult to control than paid staff. It has occasionally been difficult to ensure that volunteers' attitudes and methods conform to JCARP's philosophy and policies.

4) Since they are not paid, some volunteers are irregular in attendance.

5) Some drop out after a short time when they lose interest or find a paying job.

Jefferson County Adult Reading Program

VOLUNTEER JOB DESCRIPTION

Title: Reading Tutor

Immediate Supervisor: Teacher at center

Program Director: Sharon Darling

Duties and Responsibilities:

Work at least two 3-hour days per week
Commit to the program for at least 8 weeks
Tutor a student in reading, at a center
Notify student prior to any necessary absence
Follow course of instruction outlined by teacher at center
Help student with other skills related to personal needs and goals, i.e., letter writing, job applications
Attend JCARP Training Workshops (See below.)

Time Requirements: Minimum 2 days (6 hours) per week

Length of Commitment: Minimum 8 weeks

Training: Twelve hours formal training (over a period of several weeks) while working with student. Training deals with the psychology of the undereducated adult learner, the use of a basic reading series and supplemental methods and materials for teaching reading

Qualifications: Willingness to commit to above duties and responsibilities
Ability to read
Willingness to learn
Belief that adults can learn--positive thinking
Empathy with others
Enthusiasm
Patience
Willingness to accept others' differences
Desire to help others

Note: This position depends upon the availability of a student, compatible with the tutor, and able to commit to the days and times the tutor can work. Some students do not attend regularly. Others want to attend more hours than the volunteer can offer.

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Jefferson County Adult Reading Program

VOLUNTEER JOB DESCRIPTION

Title: Reading Teacher Aide

Immediate Supervisor: Teacher at center

Program Director: Sharon Darling

Duties and Responsibilities:

Work at least one 3-hour day per week
Commit to the program for at least 8 weeks
Notify the teacher prior to necessary absence
Help teacher as needed in any or all of the following ways:

1) Tutor a particular student selected by the teacher

2) Work with a small group of students

3) Help with a particular content area, such as phonics or oral reading

4) Provide one-to-one help with students' personal needs and goals, i.e., reading a cookbook, drivers' manual, job application, etc.

5) Help students in the group with individual work as needed to clarify instructions, answer questions, help with spelling, etc.

Attend JCARP training workshops (See below.)

Time Requirements: Minimum 1 day (3 hours) per week

Length of Commitment: Minimum 8 weeks

Training: Twelve hours formal training (over a period of several weeks) while working with students. Training deals with the psychology of the undereducated adult learner, the use of a basic reading series and supplemental methods and materials for teaching reading.

Qualifications: Willingness to commit to above duties and responsibilities
Ability to read
Willingness to learn
Belief that adults can learn--positive thinking
Empathy with others
Enthusiasm
Patience
Willingness to accept others' differences
Desire to help others

Jefferson County Adult Reading Program

VOLUNTEER JOB DESCRIPTION

Title: Administrative Aide

Immediate Supervisor: Teacher at Center

Program Director: Sharon Darling

Duties and Responsibilities:

Work as scheduled
Notify teacher prior to necessary absence
Help with any of the following:

1) Registration of students

2) Placement testing

3) Explaining the program to new students and/or volunteers

4) Keeping attendance records

5) Making phone calls to absent students

6) Answering telephone

7) Typing

8) Duplicating

9) Mailing

Time Requirements: Work as scheduled

Length of Commitment: The program year (most help required the first and last few weeks with registration, testing and paperwork)

Training: Formal training of about 2-3 hours consisting of orientation to the program, sensitivity to the adult learner and introduction to testing. Continuing, on-the-job training in record-keeping, etc.

Qualifications: Willingness to commit to above duties and responsibilities
Empathy with others
Enthusiasm
Belief that adults can learn
Willingness to accept others' differences
Desire to help others
Neatness
Typing, clerical or organizational ability helpful

Volunteer Tutor Agreement

As a volunteer tutor, I agree to:

1. Tutor one adult at least six hours a week for a minimum of 8 weeks.
2. Prepare adequately in advance for each lesson using Jefferson County Adult Reading Program and tutor-made materials.
3. Inform student in advance if a lesson must be missed for any reason. Reschedule the lesson if possible.
4. Notify Jefferson County Adult Reading Program at least 15 days in advance of terminating tutoring services.
5. Attend required Jefferson County Adult Reading Program training workshops during this 8-week period.

In return, Jefferson County Adult Reading Program agrees to:

1. Provide training, materials, and continual support.
2. Sponsor training workshops at least four times a year.
3. Contact the tutor monthly to discuss student progress, provide information about materials and lesson preparation, answer questions and record hours worked.
4. Encourage volunteer input and suggestions with regard to student's instructional plan and general Reading Program operation.

_____
Volunteer

_____
JCARP Staff

_____
DATE

This agreement was renewed on _____ for _____ weeks.

Volunteer Teacher Aide Agreement

As a volunteer teacher aide, I agree to:

1. Assist a teacher with reading students at least 3 hours per week for a minimum of 8 weeks.

2. Follow teacher's suggestions and directions when working with students. (Volunteers should feel free to offer suggestions or question the directions. This can best be accomplished in individual discussions with the teacher.)

3. Inform teacher in advance of a necessary absence.

4. Notify Jefferson County Adult Reading Program at least 15 days in advance of terminating services.

5. Attend Jefferson County Adult Reading Program training workshops during this 8-week period

In return, Jefferson County Adult Reading Program agrees to:

1. Provide training, materials and continual support.

2. Sponsor training workshops at least four times a year.

3. Contact the volunteer monthly to discuss student progress, provide information about materials and lesson preparation, answer questions and get a record of hours worked.

4. Encourage volunteer input and suggestions with regard to students' instructional plan and general Reading Program operation.

_____
Volunteer

_____
JCARP Staff

_____
Date

This agreement was renewed on _____ for _____ weeks.

Volunteer Administrative Aide Agreement

As a volunteer administrative aide, I agree to:

1. Assist a teacher with student orientation, registration, testing, and general recordkeeping, as scheduled throughout the program year.
2. Inform teacher in advance of a necessary absence.
3. Keep confidential all information in student records.
4. Notify Jefferson County Adult Reading Program at least 15 days in advance of terminating services.
5. Attend required training.

In return, Jefferson County Adult Reading Program agrees to:

1. Provide training and support
2. Contact the volunteer monthly to discuss problems, provide information, answer questions and get a record of hours worked.
3. Encourage volunteer input and suggestions.

_____
Volunteer

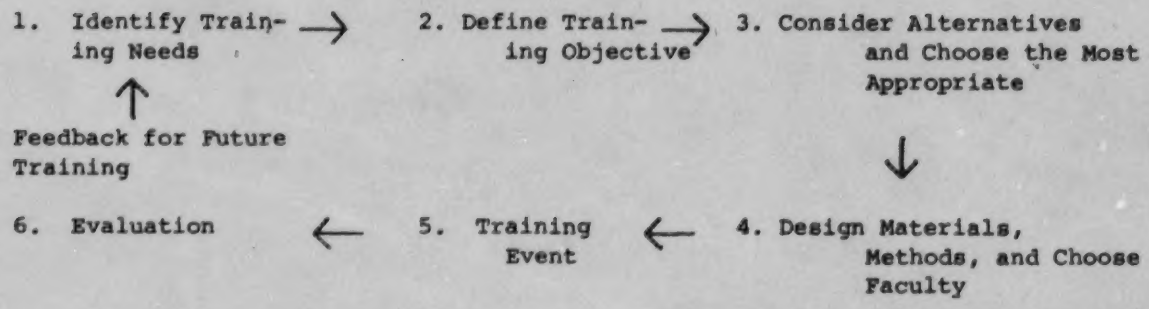
_____
JCARP Staff

_____
Date

This agreement was renewed on _____.

Staff Training

Developing Training Programs


1. Identify Training Needs
2. Define Training Objective
3. Consider Alternatives and Choose the Most Appropriate
4. Design Materials, Methods, and Choose Faculty
5. Training Event
6. Evaluation
Feedback for Future Training

Staff management, training and development are particularly important to those programs dealing with adult basic skills and literacy training because many volunteer tutors lack the training necessary to be competent instructors for undereducated adults. The problem of retaining volunteers may be lessened if the tutors feel they are being supported in an active inservice program designed to help then learn to cope with the problems inevitably encountered.

Several generalizations may be made concerning effective inservice training:

1. Training should include all members of the staff who will be in contact with adult students:

   - teachers
   - paraprofessionals and aides
   - volunteer tutors
   - contact workers and community liaisons.

2. Ultimately the number of inservice events will depend upon staff background and experience and on the "newness" of the program.

3. Training should be offered on various levels of learning in order to meet the needs of different staff members.

4. General goals and specific objectives of training programs should be discussed with staff members, and designed to meet the needs of adult literacy students in the target population.

To increase the likelihood that inservice training will be effective, a director may:

- Conduct and analyze a staff needs assessment.
- Select specific goals for each teacher or tutor. This may be done in joint planning with instructor.
- Place instructors/volunteers with similar needs together whenever possible so that they may cooperate to gain the information necessary to help them become more effective.

- Choose the most effective means of inservice training from among the resources available.
- Make sure the stage is set before the inservice event begins. Create an air of expectancy.

After determining strengths and weaknesses of the staff, content of the training events may be considered. Some suggestions for training resources are:

1. Other staff and volunteers who are more experienced--"planned sharing." If, as director, you are nurturing "teamwork," you will be able to successfully convey the fact that the paid staff are the experts in some areas and the volunteers are the experts in other areas. Sharing expertise and problems can be done through regular, purposeful staff/volunteer meetings.

2. Assigned "master teachers"--a useful trouble-shooting approach.

3. The project director--to interpret the overall program and to make staff feel involved.

4. University specialists in adult education programs.

5. Personnel from other learning centers or reading programs.

6. Consultants from literacy materials publishers.

7. Packaged materials:

   Literacy Volunteers of America
   New Readers' Press (Laubach)
   International Reading Association

Suggested content areas are:

- Orientation to the program.
- Understanding and relating to the undereducated adult.
- Realistic goals for reading improvement.
- Establishing rapport with adult students.
- Testing and initial placement in reading.
- Knowledge of available materials.
- Basic understanding of instructional techniques.
- Specific suggestions for initial meetings with students.

Inservice programming is summarized in the following charts.

ADULT READING PROGRAM: GENERAL TRAINING NEEDS

SKILL	CONTENT NEEDED	POSSIBLE MATERIALS	INSTRUCTION METHODS
1. Relating to Teachers and Students	Knowledge of Positive Verbal and Nonverbal Communication: - Listening - Attending - Reinforcing - Encouraging	- Slide-Tape Presentation - Readings - Consultants - Taped Interviews With Teachers and Students - Forum with Other Staff Members	- Individual Viewing - Group Discussions - Mini-Lectures
	Knowledge of Demands and Expectations for Teachers and Students	- Taped Interviews - Discussion with Other Teachers	- Observations - Group Discussions
2. Student Motivation	Background on the Adult Learner and Adult Learning Styles	- Video-Tapes - Films - Consultants - Teachers	- Mini-Lecture - Group Discussions - Mini-Case Studies
3. Enhancing Student Self-Worth	Relating Self-Concept To: - Learning Achievement - Motivation - Anxiety	- Films - Consultants - Readings - Teachers	- Readings - Group Discussions
4. Enhancing the Adult Literacy Program	Knowledge about Adult Reading Programs and Their Particular Program	- JCARP Film: "Why Johnny's Parents Can't Read" - Consultants - Teachers	- Group Discussions - Mini-Lecture - Observations

ADULT READING PROGRAM: SPECIFIC TRAINING NEEDS

	SKILL	CONTENT NEEDED	POSSIBLE MATERIALS	INSTRUCTION METHODS
1.	Setting the Climate and Establishing Rapport	Techniques for Alleviating Adult Feelings of: - Anxiety - Suspicion - Inadequacy	- Readings - Consultant - Films	- Demonstrations - Group Discussions
2.	Planning Activities	- Ingredients of Individualized Instruction - Goal Setting - Reaching Objectives	- Films - Readings - Consultants	Group Discussions
3.	Changing Pace: Dealing with Restlessness and Difficulties	- Techniques for Identifying Lack of Progress - Skill in Applying Correctional Activity	- Teachers - Consultant - Readings	- Mini-Lectures - Role Playing
4.	Capitalizing on Interest	Techniques for Using Interests as Content	- Sample Procedures - Teachers - Experienced Volunteers	- Group Discussion - Demonstrations - Role Playing
5.	Finishing up and Feeling Good	Techniques for Ending with High Success and Feelings of Accomplishment	- Sample Techniques - Experienced Staff - Consultant	- Group Discussion - Case Studies

Teacher Training--JCARP Model

Initial teacher training for teachers new to JCARP consisted of a four-day workshop held one week prior to student intake. This procedure was adopted to decrease the time lapse between teacher orientation and student contact. Teacher training utilized literacy audio visual products developed by JCARP to demonstrate several teaching techniques and show teachers actually working with adult students, placing emphasis on practical application. Former students served on a panel to address the questions and concerns of the new teacher enabling the staff to create a secure, confident environment for the incoming students. These former students were selected by the project director with the knowledge that their success indicated their ability to honestly address the attributes and competencies of successful teachers as well as the fears and apprehensions of adult illiterate students.

All new teachers attended a staff meeting after the first week and received instruction in the diagnostic procedure. Weekly individual conferences between new teachers and the project director were held to provide direction in areas of concern.

The project director invited returning teachers to attend new teacher training, but required them to attend a one-day workshop focusing on new curriculum and testing materials, classroom management and records.

This session acquainted returning teachers with new procedures and established a visitation program so that returning and new teachers could gain from the experience and expertise of others in the field.

The staff frequently participated in inservice training sessions throughout the program year, with topics centered around data from needs assessments administered to program staff. Among topics identified and addressed were:

- Retention of Students
- Choosing and Making Appropriate Supplemental Materials
- Referral Agencies
- Learning Disabilities
- Idea Exchange/Problem Solving
- Using the Newspaper for Classroom Instruction
- Counseling the Adult Student
- Utilization of Volunteer and Paraprofessional Services

As a part of teacher training and staff development, each teacher and the project director conferred during the months of February and March to accomplish the following objectives:

1. To evaluate with each teacher, identify strengths and weaknesses, and formulate recommendations for improvement of instruction.

2. To develop strategies for overall program improvement.

3. To define ways in which supervision might be improved to create a more successful program.

4. To discuss specific problems related to instruction and class organization.

Suggestions resulting from such conferences helped provide direction to the program and refinement of the program model.

Paraprofessional Training

Paraprofessionals were required to attend all teacher training sessions but, in addition, were provided with workshops prior to student intake. These workshops dealt with tutoring techniques, communication skills, and remedial reading techniques. The intent of such workshops was to give the paraprofessional security and confidence in teaching reading and working with the adult student.

Paraprofessionals were invited to attend all teacher training sessions throughout the year but their training was supplemented by the practical "how-to" sessions held monthly for the first four months of the program year. Their training needs differed significantly according to their backgrounds and class roles but all had a continuing need for practical approaches to teaching adult reading.

Volunteer Training

The JCARP volunteers were trained jointly by the Kentuckiana Literacy Council and the JCARP itself. They received initial training in teaching the Laubach method of one-to-one instruction. Later training centered on other methods, techniques, and materials; however, the Laubach method was maintained as the basal method since its structured approach lends itself to effective use by persons with no background in teaching.

Project volunteers were invited to attend all teacher training sessions and were encouraged to be a part of the total program effort.

In addition to the initial group of return volunteers, new volunteers were recruited simultaneously with students, and were trained by a volunteer literacy training team developed by the JCARP. This team offered training sessions each month and monitored the volunteer component of the project.

A complete training package following the JCARP model is utilized by the Literacy Training Team. Training materials can be purchased through JCARP by individuals who have participated in workshops conducted by JCARP certified trainers.

Strengthening Staff

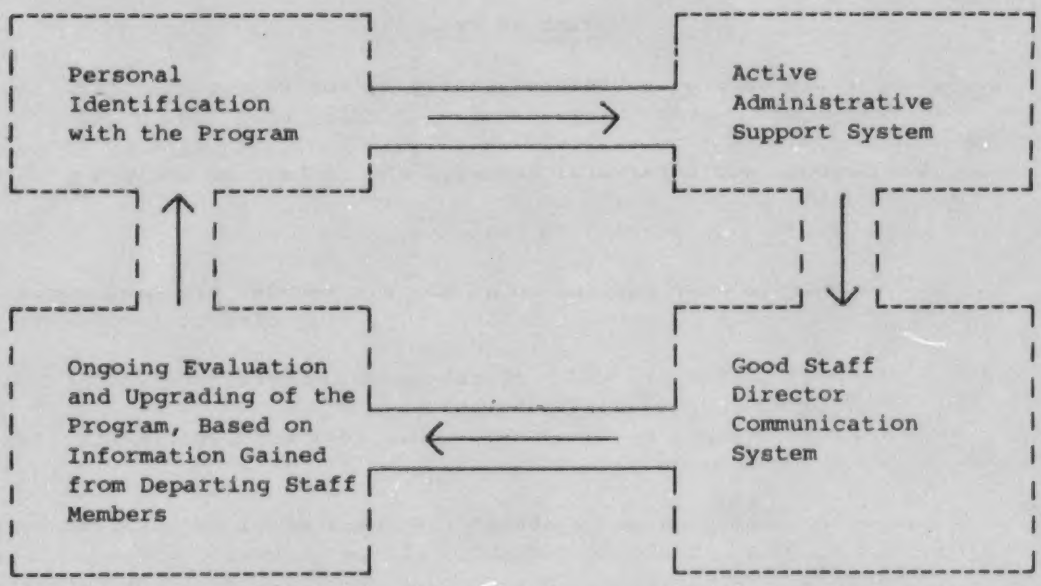
No discussion of staff development is complete without an added emphasis upon the continuous strengthening of the literacy program staff. The coordinator or project director's responsibility does not end with recruitment and inservice training. The task of creating "esprit de corps" should constantly remain in the foreground of planning and implementation of the adult reading program. Such "esprit de corps" begins with preservice training and orientation. Good preservice orientation helps each staff member and volunteer understand the aims and purposes of the program, makes him or her feel an integral part of the program in accomplishing those aims, and encourages the personal commitment needed to achieve the goals of the program.

This preservice motivation can be nurtured and continued throughout the project year by any of the following means:

- a systematic inservice training and readily available advisory service.
- a director available to staff members and volunteers.
- regular communication between director and staff.
- scheduled activities which bring all staff persons together.
- conferences concerning particular student problems.

In short, staff retention and strengthening is a constant program need which can be charted as follows:

Strengthening and Retaining Staff


Personal Identification with the Program
Active Administrative Support System
Ongoing Evaluation and Upgrading of the Program, Based on Information Gained from Departing Staff Members
Good Staff Director Communication System

Staff Morale

Experience with adult literacy staff leads us to offer the following suggestions concerning effective methods of building morale:

1. Demonstrate beyond question your willingness to help the volunteer and paid staff member fully.

2. Dignify the position of the staff member; recognize his/her importance. The knowledge that an individual is performing a job that fits meaningfully into the whole program will encourage productivity and keep morale high. Whenever staff cease to feel that what they are doing is meaningful, attrition sets in.

3. Provide reasonable and realistic work rules and policies. This will encourage initiative, creativity, and leadership.

4. Keep your promises--give a reason if you can't.

5. Give credit and recognition impartially.

6. Don't condemn inactivity; suggest a program for activity.

Closely related to the building of morale is continuing personal recognition. L. B. Sayles has said that, "Feedback on performance and positive encouragement is the source of improved motivation. Ignorance of results and/or a climate of criticism are the two most common sources of apathy and lack of motivation." With these words as a backdrop, we offer the following suggestions for recognition:

1. Offer a "letter of recommendation." Many times staff activity is part of their search for a meaningful, paid position.

2. Ask staff members and volunteers for specific, appropriate program favors (can you take another student?) This frequently reinforces the individual's sense of value to the program.

3. Ask volunteers to serve on the program task force or council.

4. Award certificates of recognition of accomplishment (by length of service, for example.)

5. Organize appreciation dinners.

6. Arrange for formal recognition by public media and community groups.

7. Recognize and commend individuals in staff newsletter.

Summary

The three most important words in project staff development are: Attitude, Aims, and Action.

Attitude: Regardless of the number and level of staff hired and trained for an adult literacy program, the attitude of the director or coordinator sets the overall tone for the rest of the staff. The director must be possessed of a sense of urgency, excellence, and personal concern. All other staff members will reflect these characteristics.

Aims: In planning for program staffing and staff development, the director must carefully and purposefully approach all decisions with program goals and aims in mind. The information provided in this section of the handbook is flexible and general enough to be adapted to the goals and objectives of most projects.

Action: The task of program staff is one of creative and constant effort. The job is not completed with simply constructing a staff structure, but must be an ongoing process of creating and modifying staff structures and training.

The JCARP model has attempted to operate with these three things in mind. Results after evaluation indicate the success of such an approach.

ORGANIZING A SUCCESSFUL ADULT LITERACY PROGRAM

Section III: Student Recruitment and Retention

III. STUDENT RECRUITMENT AND RETENTION

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The Student: Characteristics

Student recruitment is a pivotal concern for any adult literacy effort. All other programmatic concerns - planning, instructional and organizational design, and staff patterns, fall under the shadow of the student himself. Obviously, before these other important concerns may be adequately addressed, some knowledge of the student's characteristics, abilities and attitudes must be gained.

To begin to plan for any adult education program, familiarity with the following profile of the undereducated adult is helpful, if not essential.

1. Lack of Self-Confidence: The adult who lacks reading skills often feels very insecure and embarrassed.

2. Fear of School: This fear usually stems from the student's past unpleasant experience in school. Common experiences include:

   - being placed in a class because of physical size rather than ability.
   - being ridiculed by teachers or classmates because he/she is slower than the rest.
   - being rejected by classmates because of inferior clothing or inability to attend regularly.
   - public exposure of failure.
   - repeated test failures.

3. Weak Motivation: Undereducated adults may appear to lack motivation because of a life history of failure to achieve the recognized American standards of success. They may be easily discouraged and frequently exhibit an attitude of almost complete resignation because of these repeated failures.

4. Unusually Sensitive to Non-Verbal Forms of Communication: With limited vocabulary and limited skill in articulation, many undereducated adults have learned to rely on non-verbal communication, i.e., tone of voice, facial expressions, "body language." They are extremely sensitive to non-verbal clues and tend to judge more by actions than words.

5. Feelings of Helplessness: When a student doubts his/her ability to learn, the thinking process is blocked or retarded. Feelings of anxiety and helplessness result. Some signs of helpless feelings in students are:

   - hostility expressed toward subject matter.
   - persistent bewilderment or blocking, in spite of several explanations.
   - absence of participation and attention.
   - procrastination or "forgetting".
   - inability to start or continue work alone.

6. Varying Levels of Intelligence: Adults who cannot read and write and yet are able to cope in a society made up of people who live by these skills, exhibit a great deal of intelligence and common sense. In fact they have been forced to live by their wits. Even with their great handicaps in communication, many of them have held jobs and brought up families. However, it is also true that many have low academic aptitude or learning disabilities. Teachers should be made aware that they will encounter varying degrees of intelligence in their students. They need to change their stereotype of the "stupid illiterate" yet should not be led too far in the opposite direction by assuming that all illiterates are highly intelligent.

7. Live for Today Philosophy: Many adults from lower socio-economic backgrounds have little concept of long-range planning in their lives. The idea of doing something today for a possible benefit several months or years from now is foreign to them.

8. Values, Attitudes, and Goals Differing From Upper and Middle Class Norms: An individual's cultural environment influences greatly his/her social values, attitudes, and goals. The values of under-educated adults sometimes are quite different from those of upper and middle class adults. They often show indifference or even hostility toward social institutions such as education.

9. Use of Defense Mechanisms: The higher the degree of illiteracy in an adult, the more likely he/she is to attempt to hide his/her undereducation from friends, and even the teacher, by the use of the following defense mechanisms:

   - carrying a book or newspaper.
   - carrying pencils in a conspicuous place.
   - not having eyeglasses when asked to read.
   - citing an "injury to the writing hand" when asked for a written response.
   - exhibiting extremely well developed verbal expression and vocabulary.

10. Need for Status

11. Tendency to Lose Interest: Undereducated adults, just like average adult students, will leave a classroom situation which does not fulfill their needs.

The Non-Reading Adult: JCARP Profile

While an understanding of the undereducated adult in general terms is fundamental, it is absolutely essential to gain an understanding of the non-reading adult specifically. In an effort to profile the non-reading adult, the JCARP project director administered a questionnaire during the 1979-80 and 1980-81 project years. The questionnaire was administered to a stratified random sample of literacy students by taped individual interviews which lasted approximately one hour. The results of this two year survey both reflect and confirm the general characteristics previously discussed. The questionnaire accomplished two major purposes:

1. To establish the specific extent to which illiteracy causes a problem for the adult reading student in completing daily activities considered to be routine by the literate adult.

2. To provide a data base from which to make recommendations regarding curriculum design, material selection, counseling, student recruitment and retention.

Results of questionnaire are as follows:

1. Daily Life Skills

The following questions were asked regarding daily life skills:

1. Do you drive a car? _____
_____

2. Do you read street signs? _____
_____

3. Are you able to find your way around an area unfamiliar to you? _____
If so, how? _____
_____

4. Do you shop at the grocery and/or other stores? _____
If so, how do you make selections in stores where you are required to read the contents of the package? _____
_____

5. Have you ever made a wrong selection because of your reading problem?
_____

6. Do you watch TV? _____
If so, how do you find out what is on TV? _____
_____

7. Do you ever eat in a restaurant? _____
If so, how do you make a selection from the menu? _____
_____

8. Have you voted in elections? _____
If so, how did you make a selection in the voting booth? _____
_____

9. Has not being able to read caused problems with your mail? _____

_____

10. How do you get the information from your mail? _____

_____

Transportation

In reply to the first question, "Do you drive a car?", 33 1/3% of those interviewed responded with a positive answer during the first year and 36% responded positively during the 1980 interview. The majority of the students interviewed relied on bus transportation. All sixty of the students stated that they could read street signs although further questioning revealed that they were only able to handle the most basic signs. Street names caused the greatest problems, and several students remarked that they used only first letters in trying to decipher names.

In response to the question, "Are you able to find your way around an area unfamiliar to you? If so, how?", the majority of the students, (87% in 1979 and 83% in 1980) stated that they could find their way around but needed directions other than street names. Most students relied on friends or family members to direct them. Generally, landmarks helped students find a particular street, and many students called the bus company for routes. "Just call TARC and tell them where you are and where you want to go . . . it's easy," stated one female student.

Of the 15% of students who responded that they could not negotiate an area unfamiliar to them, all relied on family members for transportation. One forty-two-year-old male student who had been married for twenty-six years stated that his inability to read made his marriage a success. "I could never leave my wife", he stated. "I couldn't go nowhere without her. I depend on her to drive me where I need to go. Never thought about it, but it may be the only reason we've stayed together. I can't make it without her."

Shopping

The next two questions administered on the questionnaire involved shopping and making selections in stores. All students interviewed stated that they did shop regularly but usually were accompanied by friends or family members who did read. They used picture clues on packages in making selections and shopped in small neighborhood groceries asking store managers, owners or sales clerks to aid in selections. Seventy-two percent of the sixty adults interviewed stated that they had made errors in selection due to their lack of reading ability but generally did not consider these errors to be of significant magnitude to constitute serious problems. One twenty-six-year-old mother stated that she bought flour instead of sugar because they were in the same type bag. "I poured the flour on my little girl's cereal and knew I made a mistake. I ruined the last cereal in the house. I never made that mistake again."

In general, however, the students interviewed had learned to cope with shopping without reading. Although mistakes were often made and selections were limited by the unknown, the majority of the students coped by memory and ingenuity.

Television

In response to the questions concerning TV viewing, none of the sixty students interviewed had a problem finding TV selections. All stated that they watched TV and found out what was on TV in various ways: family members; memorization of programming sequence; and "just keep turning the channels."

Dining Out

The question, "Do you eat in a restaurant?", prompted 90% affirmative answers. They cited the following methods of reading a menu:

Person with me reads it	9%
Never read the menu	24%
Order same thing every time	56%
Wait until the other person orders and get the same	11%

Only three of the students interviewed admitted to making a wrong menu selection.

Voting

In response to the question concerning voting, 46% of the sixty interviewed stated that they did vote in elections. The responses of the voters in answer to how they selected the candidates in the booth were varied, but most used a list prepared by a spouse or family member that was taken to the voting booth. Most of the students interviewed who had voted did not consider the voting procedure a problem; however, only five stated that they attempted to vote for anything other than the major candidates or to split their votes between parties.

Mail

The question relating to gaining information from mail revealed that 100% of the students relied on a member of the household to read the mail to them or inform them of any information which might be pertinent to them. Only one of the students interviewed indicated that this had been a problem due only to the hospitalization of his spouse.

In general then, the data indicate that the illiterate adult students enrolled in the reading program do not feel they have any problems in routine daily living with which they have not found a way to cope. The students' responses indicated that the ability to read would certainly make daily existence less cumbersome but also indicated that daily activities can be conducted without the benefit of the printed word.

Recommendations

The fact that daily activities are not considered to be a problem has broad implications for recruitment appeal and material selection. A general recommendation for student motivation to enroll in the program may be to concentrate more on the appeal of employment, parenting and building basic skills and less on "living skills" oriented activities, such as reading a bus or TV schedule. In selecting curriculum materials, the results of the study suggest a sound basal reading system supplemented by "coping skills" materials

as individual needs surface. It has also been the observation of the staff of JCARP that individual needs regarding life skills do develop naturally as the student-tutor relationship becomes solidified and should be incorporated in each lesson according to the interests of the student.

2. Prior Educational Experiences

Teachers asked the following questions in individual interviews in an attempt to lend direction to student counseling and curriculum design.

1. How many grades did you complete in regular school? _____

2. Did you drop out of school? _____

   What age? _____ What grade? _____

3. Were you in regular attendance in grades 1-3? _____, grades 4-6? _____, grades 7-9? _____, grades 10-12? _____.

4. How many elementary schools did you attend? _____
   How many junior high or high schools? _____

5. At what grade level do you feel you started getting behind the class in reading? _____

6. What, if anything, do you feel was the major reason you did not learn to read in school? _____

Attendance

Over the two-year study, sixty responses indicate that the median number of years completed in school was 8.6 and the median reading level for this group was 2.0 at the time of this study. The respondants dropped out of school at a median age of 14.9.

Seventy-nine percent of those interviewed stated that they had been in regular attendance in the first three grades of school, but this declined to 67% by grades 4-6 and dropped to 38% by grades 7-9. Since only ten of the sixty students attended school during grades 10-12, the data does not accurately reflect the student population.

In response to the question, "How many elementary and high schools did you attend?" the students gave the following information:

1979-80 Project		1980-81 Project	
Elem. Sch. Attended	% of Students	Elem. Sch. Attended	% of Students
1	81	1	76
2-3	17	2-3	20
More than 3	2	More than 3	4

High Sch. Attended		High Sch. Attended	
1	72	1	70
2-3	23	2-3	26
More than 3	5	More than 3	4

To the question, "At what grade level do you feel you started getting behind the class in reading?" all sixty students responded that it took place in the elementary grades; the median grade level was four. One female student explained her problem. "Every time the rent was due, we moved, so I never got to go to school regular. By the time I was in the fourth grade, there was no way I could keep up, so I just didn't try any more. I learned to sit in the back of the room and color, and the teachers left me alone," she said.

Reason For not Learning to Read

The answers to the question, "What, if anything, do you feel was the major reason you did not learn to read in school?", varied as greatly as the students themselves. All the students had a story to tell and many were touching indeed. Some told of being denied an education because they were needed at home. Others who attended regularly told of being passed from one grade to another without being able to read because they didn't cause any problems. Still others stated that their behavior in the classroom was the major reason they did not learn. In general, a composite of sixty students fell into these categories:

Family situation or family problems	29%
Instruction in school	20%
Irregular attendance	13%
Attitude	10%
Learning problems	18%

Implications

Because these categories are rather general, the actual verbal responses overlap. Interestingly enough, for two years, the students noted the family situation as a reason for lack of reading skill rather than the instruction itself. This suggests that the parents who are now students in the reading program may have a very significant influence on their children, who are now, or will be, attending school.

3. Family Data

To lend direction to counseling and student recruitment the questionnaire included the following questions concerning the educational level of family members of the adult reading students in Jefferson County:

1. Are you married? _____
   If yes:
   A. What is the educational level of your spouse? _____

2. How many years of school were completed by your father? _____
   _____ mother? _____

3. Do you have children? _____
   If yes:
   A. How many children? _____
      Ages? _____
   B. Do your children know about your reading problem? _____
      _____
   C. Are your children in school? _____
      Have they completed school? _____

Of the twenty-seven married students, the spouse had a median educational level of tenth grade.

The twenty-two adults with children had an average of three children. The ages of the children ranged from one month to forty years with a total of thirty-two children currently enrolled in school.

In answer to the question, "Do your children know about your reading problem?" all students with a child over the age of ten stated that they did. Several people interviewed said their problems had affected their families. "It makes them slow now, I think because of me," said one woman raising five children alone. "It's hard to raise kids not being able to read. They're always bringing papers home from school for you to sign," she said.

One gentleman in the class stated, "My two year old wants to sit in my lap and let me read a story book to her. I get so mad at myself because I can't read that I just push her away. I just feel like crying."

A survey of the 790 adult reading class members over the two-year study indicated that 28% returned to school for reasons concerning their children. These responses indicated desires to:

1. learn to read so that children would not ever find out about the deficiency.
2. help children with school work.
3. learn to read because the children had encouraged them to return.

In the interviews, the section pertaining to children evoked the most emotion-packed responses. Generally, the parents had high aspirations for their children's education. They valued learning and wanted their children to realize the importance of education earlier in life than they had. One student stated proudly that all eight of his children had graduated from high school and that he was working two jobs to make it possible for two of them to attend college.

Data on the educational level of the parents of the adult students follows:

1979-80 Program		1980-81 Program	
Grades Completed by Mother	%	Grades Completed by Mother	%
0	1	0	1
1-3	6	1-3	6
4-8	42	4-8	44
9-12	38	9-12	38
Over 12	0	Over 12	0
Don't know	13	Don't know	12

1979-80 Program		1980-81 Program	
Grades Completed by Father	%	Grades Completed by Father	%
0	2	0	3
1-3	5	1-3	10
4-8	47	4-8	22
9-12	25	9-12	42
Over 12	1	Over 12	2
Don't know	20	Don't know	21

The educational level of the father tended to be somewhat higher in grades completed than that of the mother in both the 1979-80 and 1980-81 projects. Interestingly enough, the largest percentage of the parents of the students had completed between four and eight years of school while the average student had completed 8.7 years of formal education.

4. Employment

Correlations are often made between educational grade completed and employment status, but a more pertinent correlation may be made between reading level and employment status. As a result of the survey the following data were compiled for students with reading levels below grade four.

Reading Grade Level	1979-80 Unemployed	1980-81 Unemployed
0.1 - 1.9	85%	88%
2.0 - 2.9	78%	76%
3.0 - 4.0	74%	72%

To ascertain specifically what effect illiteracy is having on employed and unemployed adults in the Jefferson County Adult Reading Program, the following questions were asked in individual interviews. The sample is not reflective of the percentage of employed and unemployed students in the program, but rather includes 50% in both categories. It was structured this way to be of more benefit in designing an employability skills program to serve both groups.

Employed Students

Of the sixty selected, thirty were employed and responded to the following questions:

1. Are you presently employed? _____ If yes: In what position? _____ How long have you been in this position? _____

2. Does your job require any reading skill? _____
   Some reading daily _____ occasionally _____ no reading _____

3. Does your employer know about your reading problem? _____
   If not: Do you feel you might lose your job if he did? _____

4. Do any other employees know that you cannot read? _____
   If so, how many? _____

5. Has your lack of reading skill ever created a problem at work? _____ How often does it create a problem? frequently _____ occasionally _____ not very often _____

6. If it were not for your problem, is there any other type of employment you would seek? _____
   Are you actively seeking other employment? _____

Required Reading on the Job

The employed students responded to the question, "Does your job require any reading skill?" in the following way:

Some reading daily	Occasionally	No reading
15%	62%	23%

Of those responding "occasionally", various specifics which required reading were announcements on bulletin boards, trade manuals, notes directed to them personally and instructions or labels on work related materials.

One of the female students in the interview verbalized the problem: "You've got to be on guard all the time. You stand in front of the bulletin board as long as the guy next to you, so no one will guess you can't read it."

Employer Involvement in Problem

In response to the question, "Does your employer know about your reading problem?" 90% responded that the employer did not. This may be a misconception on the part of the students in that their employer may know of the problem, but it does indicate that they themselves do not make the problem known.

The question "Do any other employees know that you cannot read?" was answered, "yes" by 75%. The majority of those responding stated that one or more persons at the job location knew of their problem and were depended upon to provide necessary communication from written information. One gentleman related the following as he described his well-guarded secret. "I used to have a friend at work that read and wrote notes for me. When he changed shifts, I got fired - guess I would have quit anyway with nobody to read for me."

The remaining 25% responded that no one at the work site knew of their inability to read. The majority of this group held jobs where no reading was required, but were forced to practice deception on a regular basis to avoid being "found out."

Problems at Work

In response to the question, "Has your lack of reading skill ever created a problem at work?" all thirty responded that it had, with the following frequency:

Frequently	Occasionally	Seldom
8%	89%	3%

One of the students included in the study gave the following explanation: "I used to have a restaurant cook's job until the man who read the orders for me got fired. Now I have a job and my wife rigged a card with colors spelled out for me to copy. I still panic when I have to leave a note for the night shift."

Seventy-two percent responded that they would be seeking other employment if it were not for their reading problem. The remaining 28% reported they were happy in their work and would not desire other employment.

Three of the thirty were actively seeking other employment.

It was evident in the interviews that many of the students could have achieved much higher levels of employment if reading had not been a problem. From a subjective point of view, the interviews portrayed a great loss of human potential.

To summarize the data for the employed reading students, the typical student in this category is having difficulties in the labor force because of the reading problem. The student is hiding the deficiency from his/her employer and is depending on fellow employees to compensate for his/her deficiency. The majority of the employed students included in the survey would like to seek other employment but due to the problem of illiteracy, are not actively doing so.

The average functional reading level of these students was 2.5; the median number of school years completed was 7.9.

Recommendations

The information gained from the employment component of the questionnaire identifies the problem encountered when trying to locate literacy classes at the work site. Though employers often encourage the establishment of these classes, many non-reading adults are unwilling to reveal their problem to employers and fellow workers. The results also may indicate that recruitment efforts aimed toward the employed illiterate adult might be better directed toward another area of the adult's life rather than the work site.

The data also indicate that curriculum design might be better aimed toward job survival skills and that materials should focus reading selections and vocabulary on typical encounters in a daily work situation rather than the more traditional orientation of adult education materials. Individual learning packages should be developed for each student which would teach the basic literacy skills in conjunction with the basic job survival vocabulary and reading selections.

Unemployed Students

Thirty students of the sixty selected for the study were unemployed and were asked to respond to the following questions:

If not employed:

1. Are you now looking for work? _____
2. What are your average yearly earnings? Less than $5,000; $5,000-$10,000; $10,000-$15,000; $15,000-$20,000; above $20,000.
3. How long have you been seeking a job? _____
4. Have you worked before? _____
5. How many jobs have you held in the last two years? _____
6. Average time employed on each job? _____
7. Has your lack of reading skill caused a problem in filling out a job application? _____
8. Have you ever told a prospective employer about your reading problem? _____
9. How do you find out about jobs which are open? _____

The average age for the unemployed group was twenty-five; the median reading level was 1.5.

Job Seeking

All thirty of the students interviewed were looking for work, although when questioned about job seeking only five could be considered to be exploring available work possibilities. The remaining students had not recently explored job openings through traditional channels but rather were depending on friends or relatives to make them aware of possible job availability.

The responses of the thirty students to the question, "How do you find out about jobs for which you might apply?" were:

Word of mouth (acquaintance, friend or relative)	85%
Employment Office	10%
Media	5%

These responses certainly have implications for curriculum design as well as recruitment of students for adult reading programs.

Former Employment

All thirty of the unemployed students stated that they had held jobs previously. The jobs were held for an average of five months duration and the average number of jobs was three. Comments when asked about the frequency of job change indicated that reading played a major role in their inability to keep a job. All students interviewed stated that they had never told a prospective employer about their reading problem and had only been able to secure jobs where the employer allowed them to take the job application home with them or where no application was required.

In response to the question, "Did you ever lose a job because you couldn't read?" 90% responded "yes" and 10% "no". This question prompted many comments from the participants which brought out their frustrations in trying to hide their inability on the job. In very few instances did a student confide in his/her boss that he/she could not complete a task due to the reading problem.

In summary, employment, either to get a job or a better job, is a great motivating force for the adult student. Data collected from the entire group of reading students indicate that employment was cited as a major reason for returning to school by 43% of the students enrolled in the program.

It can be assumed that adults in the program feel that literacy or credentialing is directly related to their chances of economic security.

The JCARP developed an "Employability Skills" component to the program in 1982. A handbook, describing the curriculum, entitled "Attitudes, Actions and Applications" is available upon request from JCARP.

Guidelines for the Successful Recruitment of Adult Reading Students

1. Determine the size of the target population.

2. Thoroughly familiarize yourself and your recruitment staff with the characteristics of adult learners and other agencies which serve them.

3. Define the target population by characteristics and attitudes to facilitate successful recruitment strategy and instructional design.

4. Create or adopt an instructional design appropriate for the needs of the target population.

5. Design intake procedures before recruiting learners.

6. Provide intake and assessment training to staff well in advance of program operation.

7. Design and implement recruitment campaign with the specific target population in mind.

8. Begin retention efforts with recruitment efforts.

Recruitment Methods: General Observations

Recruitment has a two-pronged purpose; to recruit students and to create awareness on the part of the community of the problem of adult illiteracy. With regard to these purposes a few general observations may prove helpful.

- As evidenced by student response to past recruitment efforts, the inability to read is a closely guarded secret. Recruitment, therefore, should stress the confidentiality of inquiries and enrollment.

- Recruitment efforts should concentrate on the appeal of employment, parenting, and building basic skills, and should incorporate the appeal of learning basic life or coping skills to meet personal objectives.

- The difference between the regular school programs, where they once failed, and adult programs should be stressed in advertising.

- Success stories of other reading students should be publicized through personal contact with these students, since many people (as shown by personal interviews) have serious doubts that adult non-readers can become competent readers.

- All those involved with recruitment efforts must be thoroughly familiar with the adult literacy program, and should be provided with inservice training along with other staff members.

- Illiterate persons cannot read our advertisements in newspapers, on billboards, brochures, posters, etc. Their main access to information is in what they hear. Recruitment then, must rely on word of mouth.

Many concerned people are glad to tell others of help available. The printed media should be used mainly to create awareness of the problem of illiteracy and to enlist the help of the reading segment of the population in informing nonreaders of the opportunities available.

- A direct campaign aimed toward the target population should rely heavily on the electronic media.

*Recruitment Methods: An Overview

1. Spotlights and announcements on local TV and radio stations. These can be effective especially on a station that serves the target population. Selection of content must be in terms of its appeal to the target population.

2. Door-to-door canvassing in designated areas. This can be somewhat effective, especially if experienced students make the initial contacts themselves and share the names of potential students with program recruiting staff.

3. Brochures to local human service agencies outlining program purpose, target populations, and what the program has to offer. Emphasize the fact that services are Free.

4. Posters with few words and large print. Use eye catching design and novel graphics.

5. Contact and correspondence with local churches. Explore the possibility of having a "Month of Educational Emphasis", using bulletin inserts and bulletin boards.

6. Correspondence sent to local service organizations.

7. The Speakers' Bureau. Contact resource people in the community who are prepared to speak in behalf of the program.

8. Referral by public agencies. Develop a referral system for agencies such as the Employment Office, State License Bureau, Department of Social Services, O.I.C. and Adult Basic Education Programs.

9. Word-of-mouth from people served by the literacy program.

10. Newspaper announcements and success stories.

11. Libraries. Libraries frequently get calls from those wanting to improve reading skills. Many have special programs for new readers.

12. Active Recruiters - trained people known and trusted in the target community.

* For a specific "how to" approach to recruitment of adult literacy students see the Recruitment Handbook developed by the Jefferson County Adult Reading Program.

Recruitment Methods: The JCARP Model

The Jefferson County Adult Reading Program structures its recruitment approach to appeal to students in the three areas of academic, personal and social needs by the use of various methods. Techniques focus on traditional methods, such as electronic media, printed media, community representatives and linkages with business and industry. However, the JCARP supplements these with a counseling construct of questions and statements employed by the project staff in phone conversations with prospective students. Use of this method in initial telephone contact gives the staff an opportunity to allay student anxieties and substitute an attitude of impending success.

In addition to traditional methods, the JCARP implements non-traditional techniques by using successful students as door-to-door recruiters and as speakers in targeted neighborhoods. These student recruiters provide further program support by meeting the new students at the class site and remaining as tutors to the recruited students.

The JCARP organizes its recruitment approaches, both traditional and non-traditional, around the assumption that the more secure and less threatened the student feels, the less likely he is to leave the program once he has entered. It is this assumption which points out the fine line between recruitment and retention.

Specific Methods Used by the JCARP

1. Radio:

   - 10, 20, and 30 second public service announcements were given periodically.
   - 30 minute interview shows with the project director.

2. Television:

   - Public Service Announcements
   - Taped interviews with the project director on regular news broadcast.
   - Films of adult reading classes in progress.
   - Television interview talk shows aired prior to student intake.

3. Newspapers:

   - All papers provided initial articles and called for additional information.
   - Follow-up articles after classes began.

4. Community Meetings:

   - Programs presented at area council meetings, civic organizations, homemaker clubs, and church groups in an attempt both to recruit students through second party referrals and to enlist help in recruitment efforts.

5. Schools:

- Jefferson County schools in each area which contained an identified reading class sent announcements with each student.
- Private and parochial schools also cooperated.

6. Business and Industry:

- Groceries and clothing shops placed small inserts in each purchase package.
*- Large industrial firms placed notices on bulletin boards and inserted information in employee newsletters.
- Small payroll inserts were placed in employee paychecks presenting reading program information.
- Bell Telephone placed a free announcement in their publication entitled "Bell Notes" which was mailed with phone bills to over 600,000 homes in the area.

* Since adults who cannot read usually conceal thier problem from employers, recruitment efforts through employers may be better directed elsewhere.

7. Adult Education Night Centers:

- Recruiters manned each night Adult Education Center to announce the beginning of reading classes and to be available for the evening in a private home to answer questions.

8. Neighborhood Canvas:

- Each recruiter chose a designated area for in-depth work in recruitment.
- Door-to-door enlistment and coverage of all buildings and offices in the area with flyers and posters.

9. Multi-media Promotional Campaign:

- This campaign, developed by the Tennessee Department of Education, featured Johnny Cash on billboard posters, and radio and television tapes, and had the potential to recruit students as well as create community awareness of the program.
- The JCARP was given forty billboards for this campaign.
- Radio public service announcements featuring Johnny Cash were edited and distributed and proved to be excellent recruitment tools.

10. Informational Flyers:

Flyers were provided to the following:

- Radio and TV stations
- Weekly and daily newspapers
- Community pastors
- Community center directors
- Hospitals
- Schools
- Libraries
- Civic Clubs

(Sample of recruitment materials available in the JCARP Recruitment Handbook)

Order of Effectiveness

Results of JCARP recruitment efforts show the following sources of program participants:

Radio	48%
Newspapers	19%
Television	11%
Business and Industry	11%
Community Agency Referrals	9%
Schools	3%
Canvassing	2%

Student Intake

Student intake and orientation, like student recruitment, is a major determinant of the success of the adult reading program. Carefully designed and implemented intake procedures both solidify the potential student's initial commitment to reading study, and provide information essential to the formation of an effective instructional design. Serving in this dual role, student intake and orientation is not an isolated program aspect, but rather is a transitional phase of total student involvement in the learning experience.

A successful procedure of student intake should include some provision for the following elements:

1. Completion of the enrollment application, intake form, or student data sheet.

2. Gathering of appropriate background information to reveal the needs and interests of enrollees in the program.

3. Setting of Goals--assisting in the development of realistic goals that are both short and long range, and the fitting of those goals into a workable time frame. (Learners who set their own realistic and attainable goals are more likely to work toward their attainment than if goals are set for them by someone else.)

4. Implementation of either a formal or informal assessment instrument.

5. Creation of a relaxed atmosphere with the students to build trust that will endure throughout their involvement in the program.

6. Determination of the presence of physical disabilities which might impede educational progress.

JCARP Intake Procedures

The Jefferson County Adult Reading Program initiates intake procedures as a natural phase of the recruitment program. All recruitment efforts suggest that adults with reading problems call the Jefferson County Adult Education Office. This pre-enrollment telephone contact gives the Adult Reading Staff an opportunity to allay student anxieties and substitute an attitude of impending success, which has proven to be a crucial element of the program.

These telephone conversations involve the use of a counseling construct developed as a result of previous experience in the JCARP. Previous experience indicates that student conversations usually follow a pattern which reflects the following concerns:

1. Acceptance: The student initially wants to explain the reason he has not learned to read. The student needs to feel accepted as an intelligent person, capable of learning.

2. Security: The student expresses anxieties associated with enrollment. Examples of questions addressed in this regard are, "Do I have to take a book home?", "Will I have to read aloud?", "Will other people in the class be able to read?" If these questions are answered in a manner which creates a feeling of security, the student develops a level of trust necessary for enrollment.

3. Trust: At this point in the conversation the staff person requests that the potential student give name, address, and phone number. The teacher who will be working with the prospective student contacts that student one week prior to the enrollment date to serve as a reminder and to provide the non-reading adult with a paper to present in casehe encounters difficulty finding the class. The adult education office makes every effort to create a secure feeling on the part of the adult by prior counseling and additonal contacts for encouragement.

The first class session is spent in orientation, designed to create a non-threatening and comfortable atmosphere for the student. During this orientation process, student commitment to the program is stressed as necessary for optimal educational growth. Regular attendance is discussed as a prime factor in advancement, and each student is given the phone number of the Adult Reading Office and is encouraged to call to discuss particular problems with attendance.

The student counseling form follows and is used in JCARP to record individual academic and personal goals. The counseling form also serves as a record of individual student conferences.

COUNSELING RECORD FORM

Student's Name _____ Student's Level _____ Center/Teacher _____

I. Decision and Instructional Plan

A. Academic Goal _____

B. Personal Goal and Interest _____

II. Outline of Instructional Plan (Include basal and supplemental materials)

III. Accomplishments toward goals. (List sub-goals accomplished toward academic and personal plan.)

Record of Counseling

Date _____

Comments

_____

_____

_____

_____

_____

_____

_____

_____

_____

_____

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Teacher Suggestions For the First Class Meeting

1. Greet students; introduce yourself and have your name written or printed, either on a name tag, blackboard or bulletin board where it can be seen.

2. Keep the climate informal, but on an adult level. Try to put students at ease to lessen a potentially embarrassing situation for most of them.

3. Give overview of the reading class.

   A. Approach to be used in teaching
   B. Materials to be used
   C. Length and time of class sessions
   D. School year schedule to be followed
   E. Teacher and student commitment
   F. Questions

   (Be prepared to answer such questions as, "How fast will I learn to read? How long before I can be in a GED class? Will I have to take a book home? What if I have to miss class? Leave early? Do I have to buy a book? Will anybody know I am attending a reading class?)

4. Make yourself understood. Speak slowly and distinctly. Use large writing when using a blackboard. Finish sentences before turning again to the board work.

5. Fill out necessary forms, explaining clearly why they are necessary. Help each individual as needed. Be certain there is adequate time to avoid the feeling of being pushed or hurried.

6. Be relaxed. Students are adults too, and know you are not perfect. Don't try to be. If sessions are planned and well organized, the class will know it.

7. Be yourself. Again, students are adults and are masters at spotting inconsistencies.

8. Encourage class participation. Students are there for a reason. Help them to see their needs. Encourage them to verbalize the reasons they have enrolled and what they hope to get from the class. Discuss general reasons adults return to school. Stress differences between high school and elementary school and adult classes. Establish schedule for individual counseling/assessment/goal setting conferences.

Enrollment and separation computer forms used by the Kentucky Department of Education follow.

USE ON FRONT AND BACK

ENROLLMENT: ADULT EDUCATION

A	B	C	D	E	F	G
PROJ. NO.	CLASS TYPE	T'CHER NO.	YEAR PREVIOUSLY ENROLLED	RE-ENROLLMENT ID # FROM PREVIOUS YR. (Use leading zero if necessary)	ENROLLMENT DATE (This year) MONTH / YEAR	NAME (LAST, Fill in space bubble, FIRST, Fill in space bubble, MI)
			○ '82-'83		JAN ○ FEB ○ MAR ○ APR ○ MAY ○ JUN ○ JUL ○ AUG ○ SEP ○ OCT ○ NOV ○ DEC ○	
			○ '83-'84			
			○ '84-'85			

IMPORTANT

If student is new this fiscal year, fill in complete enrollment form except box D & E. If student was enrolled in a previous fiscal year, fill in only boxes A, B, C, D, E, F, G. Any current year changes or additional information should also be coded. Use print out for obtaining student I.D. #.

BIRTH YEAR	STUDENT SOCIAL SECURITY NUMBER	SEX
	- -	MALE ○ FEMALE ○

LAST GRADE COMPLETED

(Use a leading zero if less than 10)

USE NO. 2 PENCIL ONLY

CORRECT MARK: ○●○

1. STUDENT MAJOR OBJECTIVE THIS CLASS

(SELECT ONE)

- ○ IMPROVE BASIC SKILLS
- ○ GED REVIEW
- ○ E.S.L.
- ○ U.S. CITIZENSHIP TRAINING
- ○ SIGN LANGUAGE
- ○ OTHER

3. REFERRED BY (SELECT ONE)

- ○ RADIO
- ○ T.V.
- ○ OTHER STUDENT IN PROGRAM
- ○ PREVIOUS ENROLLMENT
- ○ FRIEND OR RELATIVE
- ○ NEWSPAPER
- ○ CHURCH
- ○ POSTER, FLYER, LETTER
- ○ BUSINESS AND INDUSTRY
- ○ MANPOWER TRAINING
- ○ HOSPITAL/DOCTOR
- ○ LABOR UNION
- ○ VOLUNTARY ORGANIZATIONS
- ○ COMMUNITY ORGANIZATIONS
- ○ HEALTH AGENCIES
- ○ LIBRARIES
- ○ INSTITUTIONS FOR HANDICAPPED
- ○ CORRECTIONAL INSTITUTIONS
- ○ ANTIPOVERTY PROGRAMS
- ○ BOARD OF EDUCATION
- ○ ADULT EDUCATION STAFF
- ○ GED TESTING CENTER
- ○ COLLEGE
- ○ VOCATIONAL SCHOOL
- ○ MILITARY/V.A.
- ○ OTHER

2. STUDENT LONG RANGE GOALS

(ALL APPLICABLE)

- ○ EIGHTH GRADE CERTIFICATE
- ○ GENERAL EDUCATION DEVELOPMENT (GED)
- ○ COLLEGE
- ○ VOCATIONAL TRAINING
- ○ U.S. CITIZENSHIP
- ○ GET A JOB (UNEMPLOYED NOW)
- ○ GET A BETTER JOB (EMPLOYED NOW)
- ○ SELF-IMPROVEMENT

4. RACE AND SELECTED ETHNIC GROUPS

(SELECT ONE)

- ○ AMERICAN INDIAN/ALASKAN NATIVE
- ○ BLACK
- ○ ASIAN OR PACIFIC ISLANDER
- ○ HISPANIC
- ○ WHITE
- ○ OTHER

5. EMPLOYMENT STATUS

(SELECT ONE)

- ○ EMPLOYED
- ○ UNEMPLOYED AND NOT CURRENTLY SEEKING EMPLOYMENT (housewife, retired, disabled, or institutionalized)
- ○ UNEMPLOYED AND SEEKING EMPLOYMENT

DO NOT MARK IN THIS AREA

0081151

COMPLETE OTHER SIDE

70

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GENERAL INSTRUCTIONS

All Forms

1. Please use a No. 2 lead pencil only.
2. Pencil in the circle completely with pressure.
3. If a mistake is made, erase cleanly.

Enrollment Instructions

1. An enrollment form should be completed for each student.
2. Please supply answers for all questions.
3. Project number: Each program is assigned a three digit project code number. Refer to Master Code Lists for your number.
4. Class type: Select one of the following numbers for the student's class type
   - 0 ABE CLASS (mixture of functioning levels)
   - 1 GED CLASS (all students functioning 9th grade and above)
   - 2 LEARNING CENTER
   - 3 PARAPROFESSIONAL HOME INSTRUCTOR
   - 4 ESL CLASS
   - 5 SIGN LANGUAGE CLASS
   - 6 VOLUNTEER TUTOR
5. TEACHER CODE NUMBER
   The program supervisor is to assign a unique number to each staff person, beginning with 01, then 02, 03, etc. Use your number for forms completed on your students.
6. SOCIAL SECURITY NUMBER
   Please acquire a social security number if at all possible.
7. Dept. of Labor Income Status (Question #7)
   Refer to income reference chart for cut off levels.

ENROLLMENT CONTINUED

6. INCOME MAJOR SOURCE (Student only)

(SELECT ONE)
Do not include employment of spouse.

- ○ JOB OR SELF EMPLOYED
- ○ JOB TRAINING OR WORK EXPERIENCE PROGRAM
- ○ SAVINGS
- ○ UNEMPLOYMENT COMP
- ○ WELFARE, ADC, DISABILITY OTHER PUBLIC ASSISTANCE
- ○ SOCIAL SECURITY
- ○ OTHER RETIREMENT
- ○ VETERANS ASSISTANCE (VA)
- ○ OTHER SOURCE
- ○ NO INCOME

10. NUMBER OF YEARS OUT OF SCHOOL (Use a leading zero if less than 10)

00 11 22 33 44 55 66 77 88 99

7. DEPT. OF LABOR INCOME STATUS (see reference chart)

- ○ ABOVE
- ○ BELOW

11. OTHER STUDENT INFORMATION

(ALL APPLICABLE)

- ○ HANDICAPPED (physical or mental)
- ○ IMMIGRANT/REFUGEE
- ○ CORRECTIONAL FACILITY
- ○ INSTITUTIONALIZED (other than corrections)

8. TOTAL NUMBER OF DEPENDENT CHILDREN

0 1 2 3 4 5 6 7 8 9

12. FUNCTIONAL LEVEL OF STUDENT (Determine by lowest subject area of test scores)

(SELECT ONE)

- ○ 0-3.9 GRADE LEVEL
- ○ 4.0-8.9 GRADE LEVEL
- ○ 9.0 PLUS GRADE LEVEL

9. ENROLLMENT STATUS

(ALL APPLICABLE)

- ○ NEW ENROLLMENT IN ADULT EDUCATION
- ○ PREVIOUSLY ENROLLED IN ADULT BASIC EDUCATION/ GED PROGRAM
- ○ PREVIOUSLY OR CURRENTLY ENROLLED IN A VOCATIONAL PROGRAM

END ENROLLMENT QUESTIONS

IMPORTANT: Record student name on separation form. Then detach enrollment form on perforated line. Submit all enrollments monthly. File separation form in student's individual file until he/she separates.

SEPARATION: ADULT EDUCATION

If student was enrolled a previous year and you did not code their old ID # and previous year on the enrollment form, please do so here.

RE-ENROLLMENT ID # FROM PREVIOUS YR. (Use leading zero if necessary)	YEAR PREVIOUSLY ENROLLED
	○ 82-'83
	○ 83-'84
	○ 84-'85

13. METHOD OF PLACEMENT IN THIS PROGRAM (SELECT ONE)

- ○ STANDARDIZED TEST, OR INVENTORY
- ○ TEACHER MADE TEST
- ○ PERSONAL INTERVIEW and/or TEACHER OBSERV.

SEE INSTRUCTIONS ON BACK OF THIS PAGE

14. ENTRY TEST INSTRUMENT USED (SELECT ONE)

- ○ TABE–E (Form 1 or 2)
- ○ TABE–E (Form 3 or 4)
- ○ TABE–M (Form 1 or 2)
- ○ TABE–M (Form 3 or 4)
- ○ TABE–D (Form 1 or 2)
- ○ TABE–D (Form 3 or 4)
- ○ GEPI
- ○ GED PRACTICE TEST
- ○ OTHER
- ○ NONE OR NO TESTING POSSIBLE

16. EXIT TEST INSTRUMENT USED (SELECT ONE)

- ○ TABE–E (Form 1 or 2)
- ○ TABE–E (Form 3 or 4)
- ○ TABE–M (Form 1 or 2)
- ○ TABE–M (Form 3 or 4)
- ○ TABE–D (Form 1 or 2)
- ○ TABE–D (Form 3 or 4)
- ○ GEPI
- ○ GED PRACTICE TEST
- ○ OTHER
- ○ NONE OR NO TESTING POSSIBLE

SEPARATION DATE

MONTH	YEAR
○ JAN	
○ FEB	
○ MAR	0 0
○ APR	1 1
○ MAY	2 2
○ JUN	3 3
○ JUL	4 4
○ AUG	5 5
○ SEP	6 6
○ OCT	7 7
○ NOV	8 8
○ DEC	9 9

15A. ENTRY TEST GRADE LEVEL RESULTS
(For TABE, CAT, or other test yielding grade levels)
(Use a leading zero if less than 10.0)

a. TOTAL READING	b. TOTAL MATH	c. TOTAL LANGUAGE	d. TOTAL (AVERAGE)
YRS . MO	YRS . MO	YRS . MO	YRS . MO

17A. EXIT TEST GRADE LEVEL RESULTS
(For TABE, CAT, or other test yielding grade levels)
(Use a leading zero if less than 10.0)

a. TOTAL READING	b. TOTAL MATH	c. TOTAL LANGUAGE	d. TOTAL (AVERAGE)
YRS . MO	YRS . MO	YRS . MO	YRS . MO

15B. ENTRY TEST SCORE RESULTS
(For GED Practice Test, GEPI, or other test yielding "GED-type" scores)

a. WRITING	b. SOCIAL STUDIES	c. SCIENCE	d. READING	e. MATH	f. AVERAGE SCORE

17B. EXIT TEST SCORE RESULTS
(For GED Practice Test, GEPI, or other test yielding "GED-type" scores)

a. WRITING	b. SOCIAL STUDIES	c. SCIENCE	d. READING	e. MATH	f. AVERAGE SCORE

NAME (Last, First, M.I.) | PROJECT # | CLASS TYPE | TEACHER #

COMPLETE OTHER SIDE

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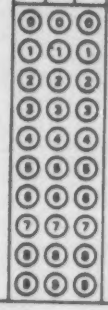
SEPARATION CONTINUED

18. TOTAL INSTRUCTION HOURS AT SEPARATION

(Use a leading zero or zeros if necessary).



19. FUNCTIONAL EXIT LEVEL
(Determine by lowest subject area of test scores)
(SELECT ONE)

- ○ 0–3.9 GRADE LEVEL
- ○ 4.0–8.9 GRADE LEVEL
- ○ 9.0 PLUS GRADE LEVEL

20. PARTICIPANT ACHIEVEMENTS
(ALL APPLICABLE)

a. EDUCATIONAL

- ○ IMPROVED BASIC SKILLS FOR PERSONAL SATISFACTION AND INCREASED SELF-CONFIDENCE
- ○ LEARNED TO READ FOR THE FIRST TIME
- ○ WERE LEVEL 1 AND LEARNED READING, WRITING
- ○ WERE LEVEL 1 AND LEARNED MATH SKILLS
- ○ OBTAINED AN ADULT HIGH SCHOOL DIPLOMA (CARNEGIE UNITS)
- ○ PASSED GED TEST
- ○ LEARNED THE ENGLISH LANGUAGE (FOR PARTICIPANTS WHOSE PRIMARY LANGUAGE IS NOT ENGLISH)
- ○ RECEIVED 8th GRADE EQUIVALENCY
- ○ IN PROCESS OF TAKING THE GED

b. PERSONAL ENRICHMENT

- ○ OBTAINED OR IMPROVED COMPETENCIES IN: GOVT. & LAW
- ○ COMMUNITY RESOURCES
- ○ CONSUMER ECONOMICS
- ○ PARENTING
- ○ OCCUPATIONAL KNOWLEDGE
- ○ HEALTH CARE

c. ECONOMIC

- ○ ENTERED ANOTHER EDUCATION/TRAINING PROGRAM
- ○ OBTAINED A JOB
- ○ OBTAINED A BETTER JOB OR SALARY INCREASE
- ○ WERE REMOVED FROM PUBLIC ASSISTANCE

d. SOCIETAL

- ○ RECEIVED U.S. CITIZENSHIP
- ○ REGISTERED OR VOTED FOR FIRST TIME

e. OTHER ACHIEVEMENTS

- ○ PLANS TO CONTINUE EDUCATION
- ○ OBTAINED FIRST DRIVERS LICENSE
- ○ DEVELOPED INITIATIVE AND SELF-ASSURANCE
- ○ IMPROVED PERSONAL APPEARANCE
- ○ RECRUITED OTHER STUDENTS
- ○ HELPED CHILDREN WITH SCHOOL WORK FOR FIRST TIME

21. OTHER SERVICES PROVIDED
(ALL APPLICABLE)

- ○ JOB REFERRAL
- ○ TRAINING REFERRAL
- ○ COUNSELING
- ○ DAY CARE
- ○ TRANSPORTATION
- ○ BILINGUAL INSTRUCTION
- ○ HOMEBASED INSTRUCTION
- ○ CORRESPONDENCE INSTRUCTION
- ○ TUTORIAL INSTRUCTION
- ○ COMMUNITY AGENCY REFERRAL

22. REASONS FOR PROGRAM EXIT
(SELECT ONE)

- ○ COMPLETED THEIR OBJECTIVES
- ○ END OF PROGRAM YEAR
- ○ HEALTH REASONS
- ○ CHILD CARE/FAMILY PROBLEMS
- ○ TRANSPORTATION PROBLEMS
- ○ CLASS TIME/LOCATION OR MOVED
- ○ LACK OF INTEREST
- ○ OTHER KNOWN REASON
- ○ UNKNOWN REASONS

END SEPARATION QUESTIONS

GENERAL INSTRUCTIONS – All Forms

1. Please use a No. 2 lead pencil only.
2. Pencil in the circle completely with pressure.
3. If a mistake is made, erase cleanly.

SEPARATION INSTRUCTIONS

1. A separation form should be completed for each student.
2. Please supply answers for all questions.

DO NOT MARK IN THIS AREA

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Student Retention

Student retention is closely related to recruitment. In fact, it is the next step. Recruitment involves making adults feel secure enough to enroll in class. Retention involves maintaining that good, secure feeling from week to week. But more than just secure, the adult students must feel successful as well. They must see that they are learning and that what they are learning will meet their personal needs. The entire structure of the program, as well as the attitudes and actions of each teacher must be directed toward creating a learning situation in which each student can have this kind of positive experience. Successful retention efforts, like recruitment efforts, must emphasize adult characteristics and psychology, the social context and individual goals, needs and abilities, both in staff training and throughout the program as a whole.

Programmatic Approach: JCARP

As previously stated, it is impossible to divorce the concern with student retention from the larger context of recruitment, instruction, and evaluation. Specific structures within the JCARP model components have proven extremely successful for student retention. This program-wide concern for retention may be summarized as follows:

Planned Retention: A Programmatic Approach

Phase 1: Recruitment
Phase 2: Staff Training
Phase 3: Instructional Design
Phase 4: Evaluation

Phase 1: Recruitment: Retention is addressed through traditional recruitment methods supplemented with a telephone counseling process using a list of questions and statements designed to make students feel more secure and, therefore, less likely to leave the program. Former students are utilized as recruiters to ease fear of the unknown.

Phase 2: Staff Training: 1) Training informs teachers, through use of a JCARP produced slide-tape-video presentation, as well as through consultation with former students, about the characteristics of undereducated adults. 2) It provides emphasis in pre-service on the psychology of the the adult learner, and pre-enrollment counseling. 3) It trains teachers to establish mutual support among students through the use of group dynamics, thus encouraging each student to be a motivating force for the continuing attendance of others. 4) It trains teachers to cooperatively formulate long-range goals and sub-goals with each student. This focus on goal formation for each student ensures that instruction will center on small purposeful steps relating to overall goals.

Phase 3: Instructional Design: The teacher selects for each student an individual combination of basal materials to meet academic needs and supplementary materials to meet life skills and personal needs. To select supplementary materials, the teacher relies on a JCARP produced materials assessment.

Phase 4: Evaluation: 1) An informed review of student accomplishments is made on a weekly basis to demonstrate success. 2) A mid-year progress review is held for each student. The purposes of this review are to emphasize student achievements and to motivate students to return after the long holiday recess.

The use of this programmatic approach has maintained an approximate retention rate of 79% for the Jefferson County Adult Reading Program.

Retention: The Teacher's Role

1. Dealing with the whole person to meet individual needs promotes retention. By listening, a teacher may learn what these needs are:

    - job skills and career exploration
    - transportation needs
    - children and family life
    - general health
    - religion
    - legal rights
    - social values and environment
    - consumer needs

2. A teacher must help the student set short term realistic goals to meet needs, then motivate that person toward these goals by:

    - identifying strengths and weaknesses
    - encouraging constructive thinking
    - ensuring frequent success
    - checking progress frequently
    - praising every true success
    - using supplementary materials keyed to specific needs or interest.

3. The teacher may, on a regular basis, contact each student after an absence and submit the names of those separating from the program for follow-up. This both prevents early separation and provides data upon which to build the next year's retention effort.

4. The teacher should work to foster a classroom climate of mutual sharing and concern among class members. Each student then becomes a motivating force for the continuing attendance of others.

5. Teachers may implement a "buddy system" in which each student has responsibility for another student and reports back to the group concerning reasons for absence.

6. Teachers should conduct teacher-student conferences during or immediately prior to critical attendance periods (January, for example). Objectives of such conferences might be:

    - To evaluate with each student his/her academic progress, stressing strengths and accomplishments.
    - To provide motivation for student retention by establishing or redefining student goals.
    - To solicit student input to aid in refining curriculum design for the remainder of the program.
    - To gain feedback from the student on suggestions for improvement in instruction, class climate, and materials.
    - To explain established criteria for the awarding of certificates at program termination.

7. The teacher should maintain a sense of group belonging, even though instruction may of necessity be individualized tutoring.

8. It is extremely important to treat students as adults. They have a wealth of material to offer too. Learning is a two-way process. Learner experience can be valuable in the classroom.

9. The teacher should use pressure sparingly and reinforcement generously. Adult students have other responsibilities (job, family, home) which also demand their time.

Summary

Student recruitment, rather than being an isolated program concern, is an overall attitudinal approach which must be integrated into every program structure. Recruitment methods naturally evolve into retention methods. The two cannot be separated. To integrate them in such an all invasive manner involves all levels of staffing. Successful recruitment and retention efforts must incorporate emphasis on adult characteristics, psychology, social context and learning styles within staff training programs. The teachers, tutors, and recruiters are the adult reading program--at least in the eyes of the student.

For a more detailed, how-to manual, see JCARP Recruitment Handbook.

ORGANIZING A SUCCESSFUL ADULT LITERACY PROGRAM

Section IV: Instructional Design

IV. INSTRUCTIONAL DESIGN

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Major Movements in Literacy Instructional Design

There are several approaches to teaching adult reading being used successfully across the country. Each of these approaches reflects a particular philosophy which determines the methods and materials used. A brief overview of three of the major movements in adult literacy instruction should provide some understanding of the variables involved in choosing an instructional design. It should also provide a basis for comparison and evaluation of the JCARP design.

Basal Series Approach

Laubach Literacy Action is a non-profit organization based in Syracuse, New York, and typifies this approach. The publishing arm of LLA, New Readers' Press, publishes an adult reading series called the Laubach Way to Reading. It consists of five Skillbooks and an array of supplementary materials vocabulary controlled for use with the Skillbooks. The LLA approach stresses the importance of the Laubach teaching method and bases reading instruction almost entirely in their basal series. They are convinced that one-on-one instruction using volunteer tutors, trained in their method, is the best way to teach adults to read.

JCARP's use of the Laubach series has been very successful. However, experience has shown that adults using only a basal series often feel that their personal life needs are not well met by textbook reading material. They need to feel that what they are learning is of clear and immediate benefit in daily living. Meeting individual personal needs is just as important as teaching basic reading skills.

Real Life Material Approach

Literacy Volunteers of America is a national organization and is also based in Syracuse, New York. LVA typifies the real life approach and also stresses the importance of a one-on-one relationship between a volunteer tutor and an adult reading student. However, LVA tutor training differs from Laubach's in the importance placed on "daily life" materials. Tutors are trained to use the language experience method in which the student creates his own reading material which deals with a subject of interest to him/her. Participants in workshops are also trained to use materials which are necessary reading for the fulfillment of the student's personal goals. Materials and vocabulary vary, obviously, and may include newspapers, auto body terminology or the back of a cake-mix box.

JCARP philosophy agrees with the emphasis on individual goals. However, teaching from daily life materials only is difficult, particularly for tutors having little prior teaching experience. It is hard to ensure that instruction has a logical scope and sequence when working with such widely varying materials. The structure provided by a good basal series is important to ensure that students are taught all the basic skills in appropriate sequence.

APL Approach

Still another approach is advocated by a variety of adult educators who rely on the findings of the Adult Performance Level Study (conducted by University of Texas in the early 70's). This study outlined particular areas of adult competencies found necessary for successful functioning in today's society. The study enumerated specific skills to be taught, related to the areas of consumer education, health, government and law, and community resources. Competency based approaches to reading attempt to cover these specific areas when choosing reading material and planning instruction activities.

This approach is highly practical and reality-oriented. The danger sometimes found in this approach is that such programs may tend to pre-determine the needs of the students rather than encouraging the students to determine their personal concerns and interests.

The competencies identified in the APL study are certainly addressed in he JCARP curriculum but are taught only as they are relevant or serve a need in the student's life. The life skills are not used as predetermined curriculum to be learned by each student showing a deficiency in the selected competency.

One-on-One Instructional Delivery

Many literacy programs across the nation have adopted the one-on-one format of instruction, utilizing trained volunteers who work with individual students in various locations in isolation. Sometimes these volunteers work under the supervision of a paraprofessional, but usually the supervisory structure is quite loose.

This format, though often successful, may reinforce the feeling that illiteracy is shameful. The student who meets with a tutor in an isolated location is continuing a life-long habit of hiding his reading problem; rather JCARP uses a modified group approach to alleviate both the student and management problem. Students who meet in groups learn that others have similar problems. They help each other and learn from each other. The pressure of hard study is relieved by social interaction, and the stimulation of others' contributions sparks interest and aids learning. At the same time, individual needs are not neglected, because one-on-one help with personal needs and interests is available through the use of volunteers.

The management or supervision component of the instructional delivery relies on the efforts of a team approach involving experienced part-time teachers, paraprofessionals, and volunteers.

The JCARP instructional design is an eclectic approach which attempts to utilize the best aspects of many others.

JCARP Instructional Design

The instructional design of the Jefferson County Adult Reading Program focuses on the individual student and his needs. Program staff develop individual learning plans for each student based on skill deficiencies assessed in the testing process, on personal interests, and/or life needs assessed in the counseling process. This personal learning plan then becomes the major tool in selecting appropriate instructional materials and in designing curriculum.

Ideally, the student's individualized program is converted into a two phase instructional process, through both group and individualized instruction. The instructor divides the instructional block into two segments: the first is spent in instruction from a basal reading series to ensure the mastery of a sequence of reading skills in areas of diagnosed weakness; the second segment is devoted to the reinforcement of reading skills in practical life materials as outlined by the student's individualized plan.

Instruction from the basal reading series often takes place in small groups, organized by commonality of deficiencies evidenced by the group. Group interaction is encouraged to promote maximum learning and to provide group support so crucial to retention. Individual instruction fully utilizes the services of volunteer tutors in helping students attain personal life goals.

Choosing Instructional Materials

The instructional design chosen will dictate the type of material used, i.e. "real-life" materials, textbooks, etc. However, particular materials must still be chosen. The following general criteria may be helpful in making these decisions.

Criteria for Evaluating Reading Materials

In selecting teaching and reading materials for adult students, three questions must be answered:

1. Who will read the material?

   a. How well do they read?
   b. What are their interests?
   c. What do they need to learn?

2. What is the purpose of the material?

   a. Is it intended as a basic text or a supplement?
   b. Is it to be read independently or with help from the teacher?
   c. Is it intended to be informational or entertaining?

3. Does the material fit the readers and the purposes?

Although student needs and teaching purposes vary, the following suggested criteria may be helpful in considering this last question:

1. The readability level (or level of difficulty) should be appropriate for the prospective students.

2. It should be paced to increase one level for each 50-100 hours of specific reading instruction.

3. Goals for each lesson should be clear, practical and attainable.

4. Lessons should teach one or two concepts only, but teach them thoroughly.

5. Material should be well organized, with skills and concepts presented in a logical, sequential order.

6. Lessons should provide for review and reinforcement of skills already taught.

7. Information should be accurate, complete and current.

8. Subject matter and learning activities should be familiar and interesting. (Suggested adult interest areas include: consumer education, career education, health, family life, parenting skills, government and law, and community resources).

9. Content should include representation of a variety of groups of people and show respect for diverse cultures and values.

10. Materials should motivate and encourage independent reading, writing, and other study.

11. Writing should be non-patronizing and adult in tone, if not in vocabulary.

12. Sentence patterns should be similar to those used by adults in all communication.

13. Visual illustrations should be clear and relevant.

14. Appearance of books should be attractive and suitable for adults.

Other factors to be considered are: durability of materials, consumable or re-usable nature of materials, quality of teachers manuals, provision of pre and post tests, and cost.

The work of Dale and Chall, and Jewett is acknowledged in preparing this section.

Materials: JCARP

The Jefferson County Adult Reading Program currently utilizes the Laubach Way To Reading Skill Books as its basal series for students up to grade four reading level. This series is used to ensure the mastery of a structured sequence of basic reading skills. JCARP staff members and volunteers supplement this basal series with other published and teacher-made materials.

A comparison of three different commercially prepared basal series with student gain per instructional hour showed no significant difference in reading gain per instructional hour. However, the Laubach series is preferred over the others because its highly scripted teacher's manuals are easily used by persons with no prior teaching experience and because of its proven success in the program.

Each staff member receives some commercially produced materials including the Laubach series. Other materials are selected by the teacher from the *"Guide to Selection of Adult Literacy Materials" developed by the JCARP. This assessment contains:

- A list of materials available for use in the project.
- Descriptive analyses of available basal and supplemental literacy materials.
- Recommended grade level and usage.
- Specific skill areas included in each book.
- Suggestions for choosing appropriate supplemental material to correspond with basals.
- Descriptive analysis and recommendations for test instruments.
- Suggestions for professional reading in the field of adult literacy.
- Readability formulas.
- Criteria for evaluating reading materials.
- Common Instructional Approaches

In addition to commercial materials, instructional staff are encouraged to use supplemental materials as prescribed by the students' individual needs and interests, (job applications, business letters, cookbooks, etc.).

To fully utilize such diverse "life" materials for reading skill acquisition, staff members employ several techniques. The sight word approach, word patterns technique, and phonetic analysis are all used to reinforce basic reading skills in "everyday" materials.

*"Guide to Selection of Adult Literacy Materials: Analyze Before You Buy" is available on order from the Jefferson County Adult Reading Program.

Placement and Evaluation in Instruction

Although some literacy practitioners disapprove of testing adult reading students, some method of placement and evaluation is important, both for the individual student's progress and for accountability of the program. Understanding the testing process and choosing appropriate test instruments, then, are doubly important.

The testing process requires knowledge of the types of reading tests, and the factors which contribute to a positive testing situation.

Types of Reading Tests

There are two types of reading tests to be considered: those that give scores (norm-referenced), and those that give skill information (criterion-referenced). Norm-referenced or standardized reading tests attempt to answer the question, "How am I (or this group) doing as compared with others like me (or us)?" Results are reported in the form of standard scores, such as stanines, percentiles, or grade levels (Bowren & Zintz, p. 228). Criterion-referenced or specific skills tests are usually designed to show the level of the individual's ability to deal with specified skills or areas of knowledge. However, there are no norms or information relative to validity and reliability. Results are evaluated either by some sort of intuitive standard or by the author's hypothesis concerning what should constitute satisfactory performance (Bowren & Zintz, p. 229).

Testing Situation

Though not exhaustive, the following factors are important when evaluating individuals who have very low reading skills.

Positive test factors include:

1. Oral response
2. 30 minutes or less to administer
3. Normed for adults
4. Variety of scores
5. Easy interpretation
6. Adult format/content
7. Tests specific skills
8. Simple test procedures
9. Lists strengths as well as weaknesses
10. Pre-post forms available

It is also important to consider weaknesses involved in a testing situation.

Negative test factors include:

1. Written responses only
2. Multiple choice answers
3. Normed for children
4. Over 30 minutes to administer
5. Difficult interpretations
6. Complex test procedures
7. Single form
8. Juvenile format/content

We acknowledge the work of University of Tennessee Adult Reading Academy Program in preparing this section.

Testing Instruments: JCARP

Student testing provides the link between student intake and the instructional component of the Adult Reading Program. Initial testing, as used by the Jefferson County Adult Reading Program, provides a general reading level to determine eligibility for the program. (Eligible students are those scoreing below 6.0 grade level.) The Slosson Oral Reading Test (SORT) is used for this initial testing purpose. This test measures only vocabulary and is a good test for quick, initial placement.

The Test of Adult Basic Education, (TABE) Level E. Forms 3 and 4 are used as alternate forms for pre- and post-testing. TABE provides a fairly accurate assessment of reading ability. It is administered in a group setting and scoreze answer sheets facilitate quick determination of student's strengths and weaknesses. Students are given both vocabulary and reading comprehension sections of the TABE-E upon enrollment to provide diagnostic information as well as student placement and at the end of the program year (or when leaving the program) for evaluation of progress.

ORGANIZING A SUCCESSFUL ADULT LITERACY PROGRAM

Section V: Accountability and Evaluation

V. ACCOUNTABILITY AND EVALUATION

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Effective Evaluation

Program accountability cannot be achieved without viewing evaluation as an integral aspect of every phase of planning and implementation. Perhaps the greatest pitfall to program management is a lack of effective evaluation. Any project failing to initiate or maintain an active process of assessment and evaluation will lack insight into its own success or failure.

As implied, the evaluation approach used by any project has two essential phases: 1) assessment, or measurement of achievement, abilities, or changes; and 2) evaluative judgements made on the basis of measurement or assessment. This two-fold process of evaluation is accomplished through an orderly, well-planned process. This process is outlined as follows:

1. Needs Assessment: Problems should be identified and needs adequately delineated.

2. Program Objectives: Objectives are useful in setting the direction in which the program must move, and will not only help in establishing bench marks for measuring the final success of the program, but also aid in monitoring progress toward these objectives.

3. Strategies: Plans are made to accomplish objectives; this is the active phase of implementation.

4. Monitoring: A determination is made as to the data needed to monitor program success. This continual feedback mechanism helps determine the need to change or adapt the program as it was initially implemented.

5. Final Assessment: Use all data necessary to determine whether the program objectives have been attained and, therefore, whether or not the program has succeeded.

Evaluation data should include the following:

1. General data:
   - the number of students enrolled initially
   - the number of students completing instructional units
   - the reasons for attrition
   - the number of students completing or furthering their education elsewhere
   - student, teacher, volunteer response
   - most commonly used materials
   - entry reading levels
   - exit reading levels

2. Information needed to clarify any process you have specified as contributing to change in students as a result of your program.

3. Information needed to follow-up on the students after they leave the program.

4. Information needed to measure the community awareness component of the program.

Accountability and Evaluation: JCARP

In the JCARP all project components are continually evaluated to ensure the quality of the program and to measure the successful completion of each goal and objective.

Student recruitment is evaluated by:

- number of students
- recruitment source promoting enrollment
- demographics of students

Student retention is evaluated by:

- number of student separations
- reasons for student separation
- documented counseling sessions

Instructional design is evaluated by:

- comparison of academic advancement of students using various materials
- teacher's assessment

Student academic advancement is evaluated by:

- pre and post test scores
- academic gain per instructional hour

Student accomplishments and movement toward goals are evaluated by:

- student sub goals and documented counseling conferences
- student objectives for enrollment
- participant societal and economic achievements
- student long range goals and number attaining goals

Comparison of participant success to comparable participants is evaluated by:

- comparison of reading pre and post test scores (JCARP) with gains in other programs
- comparison attrition--JCARP and comparable participants

Information concerning target population to better design program for target group is evaluated by:

- student population by race and ethnic group
- student population by sexual status
- student population by marital status
- student population by employment status
- student income sources
- total number of persons in household
- enrollment level of student population by sex
- number of years out of formal education
- number of years out of formal education by sex

Community involvement is evaluated by:

- number of agency or institution linkages
- level of support of community groups
- number of volunteers
- level of commitment of volunteers (hours, functions)

The findings of all studies conducted by JCARP have contributed significan ly to the development and revision of the program. This research on project components has ensured accountability, which is a literacy program's ultimate responsibility to the illiterate adult.

A report on all results of research conducted in JCARP is contained in the Final Report: Jefferson County Adult Reading Program 1978-79, 1980-81, 1981-82, 1982-83. These reports are available through the ERIC clearinghouse or by contacting the Kentucky Department of Education, Capital Plaza Tower, Frankfort, KY 40601.

The computerized data collection forms used in the JCARP are contained in the section of the handbook entitled, "Student Recruitment and Retention." Additional information on the data collection system may be secured through Morehead University, UPO 1360, Morehead, KY 40351.

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